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ABSTRACT

This guide is intended to help vocational educators learn more about adult women's life experiences and the skills, knowledge, and abilities they develop through them. It also shows how to assess experiential learning to provide better career counseling and give academic credit or improved course placements. Chapter 1 overviews life experience learning, while chapter 2 describes typical life experiences of adult women. Chapter 3 describes methods and materials for accrediting life experience learning. In chapter 4 a process is outlined for vocational educator use in identifying and providing credit for life experience learning. Details of the process are provided in chapters 5-9. Chapter 5 focuses on analysis of the vocational education program and courses involving identifying skills, rating skills, and deciding credit-for-experience requirements. In chapter 6 is discussed planning assessment of vocational education skills. Chapter 7 focuses on recruitment. Chapter 8 explains screening applicants for experiential learning credit and the assessment. Monitoring and evaluating student performance are described in chapter 9. Appendixes, amounting to approximately one-half of the guide, include Project ACCESS Experience Description Summary form, a 12-step process for awarding credit for life experience learning, sample vocational education skill description materials, and prototype rating scales. (YLB)

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MAKING EXPERIENCE COUNT

- In Vocational Education

A Guide to Help Vocational Educators
Identify and Provide Recognition to
Adult Women Who Have Vocationally-
Relevant Life Experience Learning

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Educational Testing Service

Princeton, New Jersey 08541

September 1981

CE 029 993

Credentialing Women's Life Experiences

(Project ACCESS)

A three-year study funded by
the Office of Education and Employment
of the U.S. Department of Education

The purpose of this study was
to develop and field test a process to:

- further the recognition of adult women's
life experience learning, and
- demonstrate the relevance of this learning
to paid employment and to vocational education.

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Foreword

Today more women than ever before are enrolled in postsecondary education. Many of these are adult women who seek vocational training in order to prepare themselves to enter the job market or to advance in their work.

Adult women often have special problems in obtaining appropriate vocational education. A study of access to occupational education for women in junior and community colleges (Eliason, 1977) found that:

- Women are tracked into programs leading to "dull, dead-end, and poorly paying" jobs
- Vocational educators need help in attracting and keeping women in nontraditional occupational curricula
- Vocational education programs rarely provide credit for life experience learning.

The purpose of this guide is to help vocational educators learn more about adult women's life experiences and about the skills, knowledge, and abilities that women develop through these experiences. This guide will also show how vocational educators can assess women's life experience learning to provide better career counseling for these women, and to give academic credit or improved course placements. This guide will also show how information about the "missing links" between adult women's experiential learning and job or program requirements can be used to restructure courses or curricula to attract more adult women.

Contents

	<u>Page</u>
Foreword	111
Contents	v
Chapter I: Overview	1
What is Experiential Learning?	1
What is Different About Women's Life Experience Learning?	2
What Are the Obstacles to the Recognition of Women's Unpaid Work Experiences?	2
What Are the Advantages?	3
Chapter II: Reviewing Women's Life Experience Learning	5
Homemaking	5
Volunteer Work	6
Project ACCESS Surveys	6
Chapter III: Accrediting Life Experience Learning	13
Credit for Prior Learning	13
Studies Relating Women's Experience to Educational Programs	17
Project ACCESS Survey	19
Chapter IV: A Process to Identify and Credential Life Experience Learning	23
Steps in Identifying and Credentialing Life Experience Learning	23
Chapter V: Analyzing Vocational Education Programs	27
Identifying Skills	27
Rating the Skills	28
Deciding on Credit-for-Experience Requirements	29
Chapter VI: Planning the Assessment	31
Selecting an Assessment Method	31
Good Practice	37
Chapter VII: Recruiting the Women	39
Displaced Homemakers	40
Counseling Programs for Re-Entry Women	41
Women's Centers in Colleges and Vocational Education Institutions	42

	<u>Page</u>
Chapter VIII: Screening and Assessing	43
Screening Applicants for Experiential Learning Credit	43
Who Does the Assessing?	45
Preparing Assessor Evaluation Aids	45
Cost of Assessing Experiential Learning	48
An Example of a Prototype Experiential Learning Assessment	48
Chapter IX: Monitoring and Evaluating	51
Review and Revision of the Program	51
Dissemination and Sharing	53
References	55
Appendix A: Project ACCESS Experience Description Summary	59
Appendix B: A Twelve-Step Process for Awarding Credit for Women's Life Experience Learning	79
Appendix C: Scripts for Meetings to Identify and to Rate Training Competencies	83
Appendix D: Sample Vocational Education Skill Description Materials . .	95
Appendix E: Prototype Rating Scales	115

Chapter I

Overview

The purpose of this guide is to help vocational educators learn more about adult women's life experiences and about the skills, knowledge, and abilities that women learn through these experiences. This guide will also show how vocational educators can use information about women's life experience learning to improve career counseling and to make more appropriate course or program placements.

What is Experiential Learning?

There are two kinds of experiential learning:

- Sponsored experiential learning, such as field work and internships, which take place away from the classroom but are planned and/or supervised by a faculty member, and
- Prior or life experience learning, which occurs outside of schools and without faculty supervision.

Most vocational educators recognize the importance of sponsored experiential learning. They know that placing a student in a job teaches new skills and adds meaning to what has been taught in the classroom.

Most vocational educators are also aware that students who come to them with some work experience have already learned some (but by no means all) of the skills which are taught in the classroom. Many vocational education programs make course adjustments for students who have work experience, often allowing the student to skip or "test-out" of an introductory course.

This kind of adjustment is one way of providing credit for life experience learning.

What is Different About Women's Life Experience Learning?

Many women spend a period of time in unpaid work, as homemakers and as leaders of community groups or volunteer organizations. Although much of this unpaid work is very similar to what is done in paid jobs, it is often overlooked by vocational educators and counselors.

What Are the Obstacles to the Recognition of Women's Unpaid Work Experience?

There are six barriers to the acceptance of women's life experience learning:

- Identification--the woman herself, or the vocational educator, may not recognize that an activity has been a learning experience in which new skills and knowledge were acquired.
- Articulation--women and vocational educators may not be able to see the relationship between skills acquired through experiential learning and those taught in a vocational education program.
- Assessment--even when vocational educators agree that women's life experience learning has resulted in relevant skills, formal recognition of these skills may not occur because of problems in assessing and credentialing life experience learning.
- Knowledge Gaps--because prior experience learning is not systematically organized, the knowledge acquired may not cover all of the topics taught in a vocational education program.
- Financial--some vocational education institutions do not give credit for life experience learning because they are concerned about the loss of

tuition income or because state financial reimbursement policies do not provide for such payments.

- Beliefs--some vocational educators worry that if they accept life experience learning, it will result in lower standards or the admission of individuals unable to perform well in the program. They may also think that adult women will not perform well in vocational education programs.

This guide provides information and materials that can help you overcome these barriers.

What Are the Advantages?

By credentialing life experience learning, vocational educators will be able to attract more adult women students to their programs. This is especially true for programs that prepare students for jobs in areas where few women are now employed. Many employers are eager to hire women for such non-traditional jobs.

Second, the process outlined in this guide--matching skills to program requirements--can help improve student selection and counseling. Women can be guided into programs which will make the best use of the skills and knowledge they have acquired.

Finally, credentialing life experience learning is time and cost effective. This is particularly important for vocational education programs that have an abundance of applicants. By providing credit for prior learning, more students can be handled with no reduction in program quality and standards. Students do not spend their own and an instructor's time being taught skills they already have. Students and the institution (or the taxpayer) do not spend money for courses to teach the individual things s/he

already knows and can do. However, because most institutions charge students for assessment of prior experience learning, any loss of tuition income is usually compensated for by these fees.

Chapter II

Reviewing Women's Life Experience Learning

The purpose of this chapter is to help vocational educators understand more about the life experience of adult women. It will point out some of the common experiences that are important for vocational education programs. The major emphasis will be on unpaid work, such as homemaking, volunteer work, and community service. However, hobbies and recreation, credit and noncredit courses, and previous paid work experience is also described.

Homemaking

A study of homemaking tasks was done by Abt and Lewis (1978) to help vocational educators in consumer and homemaking programs make the content of their programs more relevant to the tasks actually performed in the home.

This analysis lists the following homemaking tasks:

- Managing money
- Caring for and improving self
- Caring for family members
- Meeting nutritional needs
- Providing for family health and safety
- Providing for housing
- Managing time
- Providing and caring for clothing and textile products
- Cleaning and maintaining the home
- Providing transportation
- Planning for social events and entertaining
- Providing and maintaining yard and garden
- Caring for pets

Most duties contain a variety of tasks, and different homemakers do different kinds of tasks. The Abt and Lewis analysis shows how the job of homemaker

varies for married homemakers, single parents, homemakers without children, low income homemakers, rural homemakers, and minority homemakers.

Another study (Arvey & Begalla, 1975) tried to determine which paid jobs were most like homemaking. Using profiles of over 1,000 occupations, the following 20 jobs had the most similar scores (listed from greatest to least similarity): patrolman, home economist, airport maintenance chief, kitchen helper, fire fighter, troubleshooter, instrument-maker helper, electrician foreman, gas plant maintenance foreman, hydroelectric machinery mechanic, transmission mechanic, repair lineman, electric meter repairman, vocational training instructor, life guard, fire captain, switch gear repairman, and consumer service home economist.

Volunteer Work

A study of volunteer work (Action, 1974) found that 26% of all women surveyed (and 20% of all men) do some volunteer work. The most frequent types of volunteer work in this survey were: religious work (usher, choir member, etc.), 35%; giving direct service, 34%; group leader, 17%; organizer or planner, 13%; fund raiser, 8%; and clerical, 6%. The average weekly time given to volunteer work by the women in this survey was eight hours.

An unpublished survey (Ekstrom & Lockheed, 1975) of adult women's volunteer work found the most frequent activities were: holding an office in an organization; teaching or tutoring; political activities; clerical work; fund raising; writing for publication; public speaking; and leading a cultural, recreational, or youth group.

Project ACCESS Surveys

In this project, we collected information from 155 adult women in

pre-employment counseling programs in Chicago, IL; Dallas, TX; Hackensack, NJ; and Oakland, CA. Ninety percent of these women were age 35 or older; half were over 45. Seventy-seven percent were White, 14% were Black, and the remainder represented other minorities. All held a high school diploma or GED. All had been primarily homemakers (not regularly employed for pay outside the home) for at least five years; sixty percent had been homemakers for 20 years or longer.

Their most frequent homemaking experiences included: cooking, 94%; shopping, 94%; cleaning, 93%; parenting, 88%; money management, 85%; home maintenance, 83%; home nursing, 79%; horticulture, 79%; and appliance repair, 37%.

Eighty-two percent had volunteer work and community service experience. These experiences were in the areas of: education, 26%; civic action, 14%; religion, 14%; health, 13%; citizenship, 10%; politics, 3%; social welfare, 2%; and recreation, 1%. Twenty-one percent had received formal training from their community or volunteer organization.

Most (93%) of these women had previous paid work experience. The most frequent area of experience was business detail, which involved 47% of the group. Twelve percent had education or library work experience; 11% had selling experience; 10% had social service work experience; 8% had personal service work experience; 4% had done mechanical work; and 3% had done artistic work. Twenty-one percent of these women had received formal on-the-job training.

Thirty-six percent of these 155 women had received vocational or technical training. Of these, 53% took business or office programs, 12% personal

services, 11% health, 9% fine arts and humanities, and 5% home economics. Thirty percent of these 155 women had a college degree. The most frequently mentioned college programs were: humanities, 17%; education, 16%; business, 13%; and psychology, 12%.

In this project we also conducted a survey of 131 adult women (average age, 40) who were returning to paid employment. Eighty-three percent of these women were White and 17% were minority. Most were residents of cities (40%) or suburban areas (42%). Almost all (96%) had a high school diploma or GED, but only 36% held a college degree. Eighty-nine percent had not been "regularly employed for pay outside the home" for five years or more; over 60% had not been employed for pay for more than ten years.

We asked these women about frequent specific experiences in homemaking and parenting, volunteer work and community service, credit and noncredit courses, and hobbies, as well as any paid work experience. As can be seen below, these women had prior learning experiences related to many occupational groups.

Experiences related to Agriculture and Agribusiness occupations:

Growing flowering plants	71%
Floral design	59%
Pet care, grooming, or training	53%
Landscape design	47%
Lawn maintenance	47%
Vegetable or fruit growing	43%
Paid work in agriculture	6%

Experiences related to Business and Office occupations:

Managing household money	82%
Maintaining home financial records	76%
Selecting living quarters	69%
Paid work as a secretary	65%
Elective office in a volunteer organization	44%

Typing, filing, or office work for a volunteer organization	42%
Responsibility for the day-to-day administration of a volunteer organization	33%
Supervision of other volunteers	32%
Paid work as a bookkeeper	28%
Keeping accounts for a volunteer organization	24%
Being responsible for the financial management of a volunteer organization	22%

Experiences related to Communications and Media occupations:

Speaking before large groups	33%
Obtaining and scheduling speakers, performers, or films	32%
Photography	29%
Writing or editing a newsletter	29%
Writing press releases	25%
Performing in shows or concerts	20%

Experiences related to Construction occupations:

Interior design	60%
Furniture building	38%
Painting, wallpapering, or setting tile	22%
Carpentry or construction	10%
Paid work in building or construction	3%
Making electrical repairs	2%
Making plumbing repairs	2%

Experiences related to Fine Arts and Humanities occupations:

Providing religious instruction	74%
Fine arts hobbies (painting, music, etc.)	54%
Reading in the humanities	32%
Designing clothing	29%
Creative writing	24%
Learning or maintaining a foreign language	22%
Credit or noncredit courses in the humanities	21%
Designing posters	21%
Paid work in the creative or performing arts	17%
Translating material into English	6%
Translating material into another language	2%

Experiences related to Health occupations:

Providing home health care	88%
Caring for an infant	84%
Giving first aid for injuries	66%
Diagnosing childhood diseases	51%
Reading in the biological sciences	17%

Caring for an elderly or handicapped family member	15%
Credit or noncredit courses in the biological sciences	13%
Paid work as a nurse	12%

Experiences related to Manufacturing, Repair, and Technical occupations:

Managing time and scheduling activities	96%
Setting priorities	88%
Crafts (ceramics, stained glass, etc.)	56%
Making clothing for children or adults	51%
Assembling children's toys and play equipment	48%
Training others to work in a volunteer organization	47%
Repairing furniture	38%
Credit or noncredit courses in crafts	35%
Supervising the work of other volunteers	32%
Paid work in manufacturing	23%
Reading in the physical sciences	14%
Credit or noncredit courses in the physical sciences	12%
Furniture finishing/refinishing	12%
Paid work in science or technology	12%
Paid mechanical or repair work	5%
Making small appliance repairs	2%

Experiences related to Marketing and Distribution occupations:

Evaluating and purchasing food	100%
Evaluating and purchasing textile items	88%
Evaluating and purchasing furniture and appliances	65%
Paid work in retail sales	40%
Supervising the distribution of printed materials	32%
Selecting, pricing, and selling items for a volunteer organization	28%
Organizing a sale	27%
Creating advertising for an organization	21%

Experiences related to Personal Service occupations:

Cleaning and caring for clothing	97%
Housecleaning and home maintenance supervision	93%
Providing personal grooming or beauty care	77%
Paid work in household service	20%
Paid work in cosmetology	6%

Experiences related to Public Service occupations:

Listening to and advising children in the family	92%
Evaluating and selecting educational institutions	74%
Evaluating and selecting child care arrangements	72%
Referring others to sources of information and assistance	58%

Responding to telephone inquiries for information	52%
Counseling individual children or adults	40%
Counseling groups of children or adults	34%
Fund raising	32%
Reading in the social sciences	32%
Conducting a telephone or questionnaire survey	30%
Individual tutoring of children or adults	29%
Working with the elderly	29%
Paid work as a teacher	28%
Credit or noncredit courses in the social sciences	25%
Working with the emotionally disturbed	24%
Paid work in social work	22%
Paid work in a library	16%

Experiences related to Food Service, Hospitality, and Recreation occupations:

Family cooking and baking	98%
Participating in individual sports	77%
Organizing family social events and entertainment	61%
Doing gourmet cooking	55%
Planning family vacations, travel, or recreation	52%
Doing quantity cooking or baking for an organization	50%
Entertaining groups of children	47%
Camping hobby	41%
Paid work as a waitress	32%
Backpacking or hiking hobby	24%
Coaching a sport	24%
Organizing a volunteer group's dinner or dance	24%
Paid work as a cook	23%
Arranging organizational or group trips	22%
Participating in team sports	22%
Paid work as a travel agent	4%

Experiences related to Transportation occupations:

Providing family transportation	72%
Driving a truck, van, or bus for a volunteer organization	29%
Supervising automobile maintenance	29%
Boating or sailing hobby	20%
Making automobile repairs	4%

Vocational educators and counselors can identify the vocationally-relevant experiences of adult women using the Experience Description Summary developed in this project. A copy of the Experience Description Summary can be found in Appendix A.

Chapter III

Accrediting Life Experience Learning

The purpose of this chapter is to describe the methods and materials that are used to provide credit for life experience learning. This chapter will emphasize the work that has been done to accredit women's unpaid work experience.

It is important to point out that the crucial part of experiential learning is learning. Two individuals may spend the same amount of time in an experience, whether in the classroom or outside, but they may leave that experience with different amounts of learning. This is the reason that schools record both grades and credit hours. Most experiential learning programs do not equate the amount of time spent in an experience with what has been learned from that experience. Instead, these programs use an assessment procedure to identify the breadth and depth of knowledge which the individual has acquired.

Credit for Prior Learning

There are three major ways in which prior experience learning has been evaluated for college credit. These are: (1) credit recommendations for courses offered by business, industry, and volunteer organizations; (2) standardized tests, such as the College Level Examination Program (CLEP), most frequently used to assess independent study; and (3) individualized assessments, using demonstrations, interviews, or portfolios, to show what an individual has learned and is able to do. Any one of these can be used

to assess adult women's life experience learning for credit or course exemption in a vocational education program. Each has its advantages and its disadvantages.

Credit recommendations, such as those published by the American Council on Education in their National Guide to Credit Recommendations for Non-Collegiate Courses, are developed by having a team of educators, knowledgeable about the subject area, visit the course to examine the content of what is taught and the standards required. They then determine if the course is equivalent to what is taught in colleges and, if so, recommend the number of credits to be awarded. The advantage of this technique is that a quick course look-up and attendance verification are all that are required. A similar publication, Guide to Educational Programs in Noncollegiate Organizations, is published by the State University of New York.

One serious problem with this method is that the course is evaluated, rather than the individuals taking it. It is impossible to differentiate between individuals whose learning has been outstanding and those who just "squeeked through." Also, there are many, many more courses offered by businesses and volunteer organizations than it has been possible to evaluate. Vocational educators may wish to contact local businesses and volunteer organizations to find out what kinds of courses and training are being offered. If some appear to be relevant to the vocational education programs, evaluative visits might be arranged. If adults know that a vocational education institution will give them credit for a course they have already completed in their workplace or volunteer organization, they are much more likely to enroll in that institution for further education. Examples of courses taught by

community groups, hospitals, and volunteer organizations which have been reviewed for college credit are:

City of Albany (NY) Department of Human Resources	Electronic Servicing Life Management Skills
Contact-Syracuse, Inc.	Listening Skills for Telephone Counseling and Crisis Intervention
Family Day Care Center, Red Hook, NY	Children's Literature Math and Concept Development Science for Children in Family Day Care
Juvenile Justice Center of PA	Youth Advocacy Training
Lenox Hill Hospital (NY)	Motivational Dynamics
Literacy Volunteers of CT	Teaching Training
National Affiliation for Literacy Advancement	Teaching English to Speakers of Other Languages Teaching Reading and Writing to Older Non-Readers
New York Botanical Gardens	Botany Genetics Home Landscaping Plant Morphology
Young Woman's Christian Association	Finance Management Program Development Role of Voluntary Leaders

Vocational educators should be aware that many adults also enroll in noncredit courses which offer Continuing Education Units (CEU's). These units are based on the length of time involved in instruction; no analysis of content or standards has been required. While many of these may offer instruction that is equivalent to what is taught in vocational education programs, there is no quality assurance.

Standardized examinations, such as the CLEP achievement tests, have

several advantages. First, the individual is evaluated, rather than the course. Second, the learning can have been acquired in any one of a variety of ways--noncredit courses, independent study, paid work, or other life experiences. Third, there is a common content and standard that is defined by the test outline and scoring procedures. Since this standard is accepted by many postsecondary institutions, it is not likely to be challenged if the student transfers credits from one school to another. The testing process is relatively quick and inexpensive, especially when compared to individualized assessment. However, for adult women whose learning has been from doing rather than from reading, the content of these tests presents some problems. The emphasis tends toward the theoretical and academic areas of postsecondary education. Also, many kinds of life experience learning are not /currently covered by standardized tests.

Individualized assessment has the advantage of maximum flexibility, both for the person seeking credit and for the educational institution. A counselor meets with the individual, reviews what s/he has done, and identifies those experiences which appear to be relevant to the person's educational goals. The process (written test, demonstration, interview, or portfolio) and the content of assessment are then determined. An assessment agreement is drawn up, and the individual does whatever is necessary to satisfy this agreement. Faculty members conduct the assessment using the same standards that are required of other students. If they decide that the individual has learned and can do the things taught in a regular course, the individual is given credit for this course and/or is allowed to begin study at an advanced level.

The main disadvantage of individualized assessment is that it is time-consuming, both for the individual and the educational institution. Many schools offer a course to help people prepare for the assessment of experiential learning; such courses can offset the costs of counselor time. Most also charge a fee to offset the costs of time for the faculty who do the assessment. Because the content and standards of individualized assessment vary from school to school, there may be difficulties in transferring such credit. Transfer is usually easier if the experiential learning is shown on a transcript as equivalent to one or more specific courses.

Studies Relating Women's Experience to Educational Programs

There is relatively little information about the educational relevance of women's life experience learning.

An unpublished survey (Ekstrom & Lockheed, 1975) asked adult women to identify the homemaking and volunteer work experiences from which they had learned the most. Child care and family financial management were the homemaking experiences where the women learned the most. Volunteer work involving holding office in an organization or teaching and tutoring were also valuable learning experiences. Eighty-one percent of the women in this survey felt their volunteer work and homemaking experiences were deserving of college credit. Almost all (97.5%) felt that a program which gave women academic credit for volunteer work and homemaking experience would encourage more adult women to enroll in postsecondary education.

Another survey which focused on homemaking skills was conducted by Nickse (1975). Twenty-four academic institutions were asked to indicate the extent to which ten competency areas were related to their curriculum. The results

are shown below. As can be seen, all of the competency areas except Goods and services were judged to be equivalent to college level courses; seven of the ten competency areas were considered equivalent to course offerings at the upper division level.

Mean Weighted Scores of Homemaking Competencies for Academic Credit

<u>Competency</u>	<u>Credit Level*</u>
1) Community resources	1.69
2) Decision making	1.66
3) Goal setting	1.63
4) Interpersonal relations	1.62
5) Physical environments	1.62
6) Human development	1.53
7) Understanding self	1.50
8) Business and family finance	1.21
9) Home health	1.09
10) Goods and services	.94

*Credit level: Secondary = 0; Postsecondary Years 1 & 2 = 1;
Postsecondary Years 3 & 4 = 2

To aid in the identification and assessment of women's prior experience learning for college credit, Educational Testing Service and the Council of National Organizations for Adult Education developed the "I CAN" competency lists. These lists are included in the publication, How to Get College Credit for What You Have Learned as a Homemaker and Volunteer (Ekstrom, Harris, & Lockheed, 1977). This publication outlines a twelve-step process which can be used to award credit for women's life experience learning; this outline is

reproduced as Appendix B. This process was also described in more detail in Alternative Higher Education (Ekstrom, 1980).

Project ACCESS Survey

As part of the work of Project ACCESS, 22 adult women enrolled in vocational education programs in data processing, electronics technology, and medical record technology were asked to complete a questionnaire about the skills they had learned through their life experiences. The results, shown below, indicate that the women had many prior experiences and skills related to their vocational education programs.

Job-Specific Skills Self-Ratings for
Nine Adult Women Enrolled in Data Processing

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

Ability to:	Mean
Use step-by-step logical reasoning	2.7
Carry out oral and written directions of some complexity	2.1
Learn and apply rules	2.8
Use problem-solving and decision-making skills	2.6
Analyze and summarize data	2.4
Make inferences from data	2.5
Develop and use charts to describe a program's or project's work flow	2.2
Perform arithmetic operations with signed numbers	2.8
Do simple algebra	2.3
Use a pocket calculator	2.9
Use a typewriter/computer terminal	2.4
Think logically	2.4
Do mechanical or home repairs	1.2
Organize a project into its component parts and determine the order in which these must be performed	2.6

Job-Specific Skills Self-Ratings for
Nine Adult Women Enrolled in Electronics Technology

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

Ability to:	Mean
Make electrical wiring and small appliance repairs	1.2
Identify an electrical circuit and its components	1.1
Make mechanical repairs on household items	1.9
Care for the equipment used in a home	2.7
Care for and make minor repairs on an automobile	0.8
Use common hand tools correctly and safely	2.1
Use common measuring instruments	2.6
Use safety precautions when working with tools and machinery	2.2
Identify common mechanical drawing instruments	1.3
Make pictorial drawings	1.6
Convert a pictorial drawing to a schematic drawing	1.4
Prepare scale drawings	1.1
Identify commonly used house wiring symbols	1.2
Detect potential safety hazards in items	1.7
Identify and correct safety problems, such as worn wiring	1.4
Carry out oral and written directions of some complexity	1.8
Learn and apply rules	2.6
Organize a project into its component parts and determine the order in which these must be performed	2.2
Develop and use flow charts	2.0
Establish and maintain procedures to monitor work quality and quantity	1.7
Analyze a problem	2.7
Solve a problem	2.6
Do precise and accurate detailed work	2.3
Do a repetitive task following a set procedure	2.2
Do arithmetic computations	2.7
Do stained glass, jewelry, or other crafts that involve soldering	0.9
Do arts and crafts that involve etching	1.0
Build a radio, hi-fi, or other electronic items from a kit	0.9

Job-Specific Skills Self-Ratings for
Four Adult Women Enrolled in Medical Record Technology

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

Ability to:	<u>Mean</u>
Abstract information with accuracy	2.5
Code and catalogue or index information	2.0
Recognize and summarize patient information	2.5
Demonstrate familiarity with medical terminology	1.5
Demonstrate a basic knowledge of human anatomy terms	1.8
Spell correctly	2.8
Use correct medical terminology for common diseases and injuries	1.8
Define common medical terms	1.8
Use medical dictionaries and other medical terminology references	1.5
Treat medical information as confidential	2.2
Do alphabetical and numerical filing accurately	2.8
Do precise and accurate detailed work	2.5
Carry out oral and written directions of some complexity	2.5
Learn and apply rules	2.8
Respect and observe precautions concerning confidentiality of information	3.0
Read, understand, and explain medical consent forms	2.2
Use a medical library	2.5
Work in a hospital, nursing home, or other medical setting	2.2
Keep accurate records of health care	1.5
Gather information by locating background data	2.2
Assist with the maintenance of medical records	1.5
Use a typewriter	2.2
Develop and maintain current files	2.2
Keep records and prepare reports from them	2.0
Obtain and verify routine information	2.0
Prepare reports containing factual data	2.0

Chapter IV

A Process to Identify and Credential Life Experience Learning

The purpose of this chapter is to outline an eight-step process which has been developed to help vocational educators identify and provide credit for women's life experience learning. This chapter is an overview of the process. The details of the process, including worksheets and examples, will be provided in later chapters.

Steps in Identifying and Credentialing Life Experience Learning

The eight steps of this process are:

1. Identify the skills, knowledge, and abilities which are taught, or assumed to be known, in each course in the selected vocational education program.

The purpose of this step is to determine what is taught in the program. This information is often already available in course or program guides and outlines.

2. Rank the skills, knowledge, and abilities identified in Step 1. This ranking should be done by the faculty members who teach in the program.

The purpose of this step is to have the faculty decide the relative importance of the skills, knowledge, and abilities taught in the program. Many skills will be "minimal competencies," necessary for all students; others may be less important.

3. Determine which skills, knowledge, and abilities will be considered as sufficient evidence that the student has mastered the content of each course.

The purpose of this step is to have faculty determine the content and standards for the assessment process.

4. Select the assessment procedure(s) for each course and the members of the assessment team. Assessment of life experience learning can involve standardized tests, teacher-made tests, demonstrations, simulations, interviews, portfolios, or other techniques.

The purpose of this step is to allow faculty to determine the process of assessment and to select the individuals best qualified to make the judgments required.

5. Recruit adult women who are interested in obtaining vocational education.

The purpose of this step is to develop and implement an outreach plan to attract adult women who, through their life experience learning, may have acquired the skills, knowledge, and abilities necessary for successful completion of the selected vocational education program.

6. Screen the women, using the Experience Description Summary. Information from the screening can be used in two ways: (1) to counsel women about vocational education programs they might enter, and (2) to identify women who appear to have sufficient life experience learning to obtain advanced placement in the program or credit for certain courses.

The purpose of this step is to provide a quick and low cost preliminary estimate of how women's skills and experiences are related to the vocational education program.

7. Assess the women and place them in the vocational education program. The type of program placement will be determined by the area of experiential learning. The level of the placement will be determined from the skills and knowledge identified in the assessment process.

The purpose of this step is to provide, after assessment, appropriate course exemption or advanced placement for those women who have the necessary skills, knowledge, and abilities.

8. Monitor the performance of the women. Obtain information about their

continuance in and successful completion of the selected vocational education program. This information can be used to improve the screening process. It may also suggest ways to restructure courses or programs to make them better meet the needs of adult women students.

The purpose of this step is to collect evidence that will show how well adult women do in the selected vocational education programs. This evidence can improve the recruitment and selection process. It can also be used to demonstrate program success to administrators.

This process is flexible enough that it can be adapted to the standards and special requirements of any vocational education program.

Chapter V

Analyzing Vocational Education Programs

As indicated in the preceding chapter, the first three steps of this process involve an analysis of the vocational education program and its courses. It may be possible to skip these steps if detailed, competency-based course and program descriptions are already available. Very brief, global descriptions of a course or program are of little help, especially if these descriptions lack behavioral objectives.

Conducting an analysis of a vocational education program is a good opportunity for faculty to review the goals of the program and the role each required course plays in contributing to these goals. This is also a good time to determine how well the program prepares people to meet the current needs of local employers.

Identifying Skills

The process described here to identify and rate the skills, knowledge, and abilities required in a vocational education program is adapted from the job-element technique (Primoff, 1975). This technique emphasizes what a person must know and be able to do to perform a job satisfactorily. It is similar to what is done by vocational educators when they develop a competency-based curriculum.

In Appendix C, you will find a script prepared by the Project ACCESS staff for skill identification sessions with vocational educators. As the script shows, the course skills were listed on a chart as the program

faculty suggested them. If the program already has course outlines with behavioral objectives or competencies, Step 1 can be omitted. Use the objectives or competencies as the skill list for Step 2.

In Appendix D are some skill description materials from other vocational education programs. They include: (1) materials from the competency-based cook/chef curriculum at Waukesha County Technical Institute, including the overview of the program and two examples of detailed units showing the behavioral objectives, learning experience/resources, and evaluation for each competency; (2) topics and objectives for a skills and modalities course in an occupational therapy curriculum; (3) an introduction, skill, attributes, and evaluation statement for the Northern Virginia Community College medical record practicum in discharge analysis; (4) a course outline from Milwaukee Area Technical College, with instructional units and objectives, for Cold Type Paste Makeup; (5) one page from a Competency Record form in Automechanics used by the Schoolcraft Community College District. Although the purpose of this record is to improve articulation between secondary and postsecondary vocational education institutions, it could also be used as a set of competencies in an experiential learning program; and (6) part of a checklist of the competencies taught in the mechanical design program at Waukesha County Technical Institute. The purpose of this checklist was to determine how program competencies related to the skill expectations of area employers. It could, however, be adapted for use in an experiential learning program.

Rating the Skills

After the skills (or competencies or behavioral objectives) for each required course in the vocational education program are identified, a second

program faculty meeting is needed. At this meeting, typed copies of the skill list from the first session and skill rating sheets are distributed. The script prepared by the Project ACCESS staff for rating sessions, and a sample rating sheet, also appear in Appendix C.

The raters are asked to judge the importance of each skill in determining if an individual should receive credit for, or be exempted from, this course. The following scale is used:

- 3 = Necessary for every student; a minimal competency
- 2 = Desirable; most students should be able to do this
- 1 = Limited relevance; may be useful if student goes on to take more advanced courses or works in certain specialties
- 0 = Not relevant for this program.

After the ratings are made, the average score for each skill can be computed.

Deciding on Credit-for-Experience Requirements

After the average score for each skill in a course has been computed, the minimal requirements for awarding credit can be determined. The decision-making process can be simplified by pointing out that any skill with a rating of 2.5 or higher was considered Necessary and a minimal competency by the majority of raters. Similarly, a skill with a rating of 2.0 was considered Necessary or Desirable by the majority of raters.

On the next page you will find a summary of the skill rating form for respiratory therapy workers. Note that this summary is based on ratings which were obtained from nine vocational educators as part of Project ACCESS. These ratings are examples and should not be used as normative standards because of the small number of individuals involved.

Respiratory Therapy Worker Skills

Items with Highest Ratings for Advanced Placement/Course Exemption
(Ratings of 2.5 or higher)

ABILITY TO:	<u>Average rating</u>
1. Carry out oral and written directions of some complexity	3.00
2. Perform basic life support functions	3.00
3. Translate information and facts to a level appropriate for an individual's background and experience	2.67
4. Show compassion for those with problems	2.67
5. Deal with people	2.67
6. Communicate effectively with patients	2.67
7. Follow orders and accept supervision	2.67
8. Establish rapport with individuals of diverse backgrounds	2.67
9. Use common pulmonary terms and symbols	2.67
10. Describe the anatomy and physiology of the cardiovascular system	2.67
11. Describe the anatomy and physiology of the respiratory system	2.67
12. Use aerosol therapy	2.67
13. Use simple oxygen delivery systems	2.67
14. Determine the urgency of a problem and handle it appropriately	2.67
15. Recognize and deal with medical emergencies	2.67
16. Think and behave rationally when dealing with an emergency	2.67
17. Care for and maintain the materials and equipment used in respiratory therapy	2.67
18. Observe safety precautions in using equipment and medicine	2.67

Chapter VI

Planning the Assessment

In this chapter, we will discuss selecting the best assessment method to determine if adult women have learned, through their life experiences, skills taught in a vocational education program. This activity is Step 4 in the process outlined in Chapter IV.

Appropriate assessment of experiential learning is especially important for women and minorities. In the past, inappropriate requirements and/or tests sometimes limited access to vocational education for these groups. Focusing assessment on the skills and competencies actually taught in the course helps to increase sex equity.

Selecting an Assessment Method

There are many different ways to decide if a person already knows the things taught in a given vocational education program. According to Davis and Knapp (1978), the assessment methods most commonly used in experiential learning programs in public two-year colleges, and the percentage of these colleges using each method, are: performance tests, 96%; product assessment, 84%; objective tests, 84%; interviews, 80%; portfolios, 68%; essay examinations, 68%; and simulations, 56%.

The percentages shown total more than 100% because most colleges use several different methods for assessing prior experience learning. The exact method, or set of methods, to be used for a particular course depends on the kinds of skills and competencies that were identified in Steps 1-3.

Other types of assessment for experiential learning, in addition to these, can be found in Knapp and Sharon (1975).

• Performance Tests--A performance test is one that "evaluates a person's ability to carry out or execute an action, process, or task" (Fletcher & Clark, 1977). When a person demonstrates a skill, s/he is doing what is required in a performance test. Examples of common performance tests are typing tests in secretarial science, simulated clinical situations in allied health, or assembling an engine in automobile repair. It is important that a performance test be comprehensive (include all aspects of the real-life situation) and that it be as much like the real-life situation as possible. Systematic procedures, such as ratings, are used to observe and record behavior during the performance.

Several examples of performance assessment are given by Fletcher and Clark. They include:

1) Classroom Performance of Child Care Trainees

Observations of teaching, by two assessors, using a checklist to identify competencies.

2) Alcoholism Counseling

Observations by use of a one-way mirror or videotape of actual counseling.

3) Medical Laboratory Technology

Observation of performance of a set of laboratory tests on prepared samples in areas of hematology, urinalysis, serology, coagulation, etc.

4) Food Preparation

A specific situation is given, the student is asked to prepare a shopping list, purchase the items needed, and then prepare the actual meal. Evaluation is made

of the items purchased, food preparation techniques used, and the final product.

3) Foreign Language Speaking

Face-to-face conversation with one or two raters for 20 to 25 minutes. An 11-point scale is used to rate the performance.

Sharon (1977) gives a detailed example of a performance test in data processing which requires the individual to use a sorter to make a numerical sort. The individual is observed as having done, or not done, thirteen key steps correctly. In another example, Sharon describes a performance test for a secretarial science program which requires the preparation of a letter of adjustment for an incorrect order. Four major criteria for evaluating such a letter are given, as well as a sample acceptable response.

The chief advantage of a performance test is its clear and direct relationship to the objectives of a vocational education program. A major problem is deciding on the criteria by which the performance will be evaluated. Contact the Clearinghouse for Applied Performance Testing (710 S.W. Second Avenue, Portland, OR 97204) for a list of available performance tests.

• Product assessment--This is closely related to performance testing. The difference is that, instead of observing and rating the entire performance or demonstration, only the final result or end product is assessed. In the example above about food preparation, product assessment would involve rating only the quality of the products purchased and the quality of the meal produced. Product assessment is often the best choice when the skill statement deals with the ability to create, design, or make an item.

Churchill (1977) has described a model for product assessment in the

visual arts. The student is asked to present work to be evaluated. The materials are evaluated on three criteria: (1) over-all quality of work; (2) depth of work--using related material produced over a period of time to show the student's way of thinking, working, and producing; and (3) breadth of work--showing the range of problems, ideas, and media undertaken.

Using product assessment instead of performance assessment is appropriate and can save faculty time if only the end result of the performance is important. As with performance tests, good evaluation criteria are important.

• Objective Tests--These are the familiar multiple-choice examinations. They may be standardized, developed and based on a national sample, such as the College Level Examination Program (CLEP) tests, or locally-made, such as the end of the course exam.

The standardized objective test has the advantage of showing that the individual not only meets the standards of a given vocational education program, but also meets external standards that are accepted by other colleges. The disadvantage is that the content of the standardized objective test may emphasize different things than does the local course.

A locally-made objective test can be used as a "challenge exam." Anyone who thinks s/he already knows what is taught in the course asks to take the test. This "challenge exam" is graded by the regular course instructor using the same standards required of students taking this as an "end of course" test.

The problem with either type of objective test is that many kinds of vocational education competencies are best demonstrated by performance. In

a recent discussion of competency testing in the NCME's Measurement in Education (Ebel and Livingston, 1981), Samuel Livingston pointed out that most teaching for health professionals is "hands on." He argues that it is more appropriate to ask an X-ray technologist to position a patient correctly and then observe the performance than it is to ask the technologist to recognize a verbal description of the correct position.

• Interviews--As Pendergrass, Stutz, and Reilly (1977) observed, interviews serve different functions at different colleges. Some interviews verify experiences or diagnose problems; these are related to assessment but are not actually part of it.

In an assessment interview, as in other forms of assessment, it is important to establish criteria and standards. It is also necessary to determine the content of the interview and to develop rating scales or other recording procedures. The form of the interview may be that of an oral examination, a one-to-one interview, a panel interview, or a leaderless group discussion.

The interview is especially useful in measuring knowledge of leadership techniques, according to Pendergrass, Stutz, and Reilly. Another advantage of the interview is its flexibility. It allows interviewers to obtain information about competencies that may not have been anticipated before the interview. The interview is also useful in evaluating attitudes and values.

A prototype interview for assessing competence in the leadership of a volunteer organization is given in Pendergrass, Stutz, and Reilly. These authors also supply a copy of the rating scale that is used by Metropolitan

State University with this interview. Sharon (1977) provides sample interviews in data processing and in criminal and constitutional law.

• **Portfolios**--A portfolio is a folder of information about a student's past experiences and accomplishments. The development of a portfolio for the assessment of prior learning is a process which can help the student become much more aware of the educational relevance of these experiences.

An excellent resource, describing the portfolio process in detail, is Knapp's Assessing Prior Learning - A CAEL Handbook (CAEL, 1977). We will not attempt to duplicate the information from that publication here. The Handbook and other related material may be obtained by contacting the Council for the Advancement of Experiential Learning (Lakefront North, Suite 300, Columbia, MD 21044).

Because the development of a portfolio is a new kind of assessment experience for most students, many colleges offer a special course to help students construct their portfolio and prepare for its assessment. According to Davis and Knapp (1978), 44% of public two-year colleges give a credit course that includes portfolio preparation for experiential learning assessment, and 32% provide a noncredit course, workshop, or seminar to assist students in preparing portfolios for evaluation.

• **Essay Examinations**--These are another familiar form of assessment. Many vocational educators use essay examinations as an end-of-course test. These examinations, using the same standards, can become challenge exams for credentialing prior experience learning. The use of challenge exams was discussed in the earlier section on objective tests.

Essay examinations, like objective tests, have the limitation of being

verbal rather than performance and product oriented. They measure writing ability as well as the skill and knowledge being assessed. Despite this problem, many colleges continue to use essay tests to assess experiential learning, probably because they are so familiar to both students and faculty.

The essay test is, of course, especially appropriate for measuring written communication skills.

• Simulations or Situational Tests--These are really a special form of performance test. They are used when it is impossible to have the performance done in a "real-world" situation. For example, in assessing a student's counseling skills, it is important to see how s/he deals with several specific types of problems. Observing for many, many hours might be necessary before all the kinds of problems would arise. It is easier to have a faculty member act the part of someone seeking counseling and create, or simulate, the kinds of problems to be observed. Similarly, observing a student making automobile repairs or working in a hospital laboratory may not be sufficient to determine if they can cope with certain unusual problems. Creating simulated problems to be solved provides a better way of ensuring that the assessment covers all the important skills.

Good Practice

The principles of good practice in assessing experiential learning have been described by Willingham (1977). As he points out, assessment should employ methods that fit the character of the learning. He provides detailed information about methods to ensure that experiential learning assessments are valid and reliable, and that the learning accepted meets the standards of the college.

Chapter VII

Recruiting the Women

In recent years, adult women have become a large proportion of the post-secondary education population. For this reason, many colleges and vocational institutions have begun special efforts to reach these potential students. Programs to recruit adult students require different kinds of outreach than those used to recruit students from secondary schools. Radio, TV, and newspaper announcements are often effective in interesting adults in vocational education programs.

One good way to reach adult students is through educational and career information services for adults, sometimes called educational brokering programs. These services operate in independent community agencies, such as counseling services and libraries, as well as through postsecondary institutions. A directory, Educational and Career Information Services for Adults, is available from the National Center for Educational Brokering (1211 Connecticut Avenue, NW, Washington, DC 20036).

Many adults enroll in postsecondary education to get a new job or to advance in a current job. As shown below (Boaz, 1980), these reasons differ by race and by sex.

	White		Black	
	Male (n=7,499)	Female (n=8,240)	Male (n=404)	Female (n=627)
Get a new job	10.1%	11.6%	21.7%	21.2%
Advance in a current job	53.4%	31.2%	45.2%	41.8%

Adults fail to participate in learning activities, according to Charner (1980), because of three factors:

- Situational factors, such as:
 - Costs
 - Home responsibilities
 - Job responsibilities
 - Lack of time
- Social-Psychological factors, such as:
 - Family or friends disapprove
 - Lack of confidence in ability
 - Lack of interest
 - Low self-concept
- Institutional factors, such as:
 - Course scheduling
 - Financial support restrictions
 - Full-time attendance requirement
 - Inadequate counseling
 - Lack of information on courses
 - Lack of information on financial assistance
 - Too much red tape

While vocational educators can do little about the situational and social-psychological factors, they can take steps to remove any institutional factor that limits the attendance of adult students.

Displaced Homemakers

Displaced homemakers comprise one of the largest groups of women preparing for a return to paid work. These are women who have devoted themselves to their families, and have not been regularly employed outside of the home, for a number of years. Suddenly, however, because of the death of their spouse, divorce, or other changes, they must take on the financial responsibility for themselves and, often, for their children. Many wish to obtain

vocational education or job retraining before they begin to look for paid employment.

Displaced homemaker centers provide counseling and other programs to help these women. Many centers are interested in developing specific skill training programs in cooperation with local vocational education institutions. To learn the names and addresses of displaced homemaker centers in your area, write to the Displaced Homemaker Network (755 Eighth Street, NW, Washington, DC 20001).

Two publications that can help vocational educators learn more about displaced homemakers and how to work more effectively with them have been developed by Project Second Look. These publications are available from the U.S. Government Printing Office. They are:

- Resource Guide for Vocational Educators and Planners
GPO #065-000-00010-5 \$2.25
- Vocational Counseling for Displaced Homemakers, A Manual
GPO #065-000-00020-2 \$2.25

Counseling Programs for Re-Entry Women

There are two organizations that have been especially active in developing counseling programs and materials for adult women. One group, Catalyst, has a National Network of Local Resource Centers. These centers provide career counseling, educational counseling, employment services, and/or similar programs or services for women. A list of the Catalyst Network Centers may be obtained without charge from Catalyst (14 East 60th Street, New York, NY 10022).

The second group, Wider Opportunities for Women, has published a

National Directory of Women's Employment Programs. This directory, which gives detailed information about 140 programs, is available for \$7.50 from Wider Opportunities for Women (1511 K Street, NW, Suite 345, Washington, DC 20005).

Ads and other materials about your program placed in centers like these may attract many new students.

Women's Centers in Colleges and Vocational Education Institutions

Because of the recent increase in the number of women in postsecondary education, many colleges and technical schools have established women's centers. Programs and services offered by such centers include, according to a survey of women's access to occupational education (Eliason, 1977):

- | | |
|--|---|
| ● Counseling and Testing | ● Placement Programs for Cooperative Work-Study |
| ● Learning Skills | ● Special Programs for Women |
| Tutorial assistance | Women's studies |
| Catch-up programs | Re-entry programs |
| ● Alternative Study and Credit for Life Experience | ● Student and Community Service |
| ● Nontraditional Program Training | Community outreach |
| ● Short Term Skills Training | Noncredit courses |
| | Child care services |

If your institution does not have a center of this type, organizing one may help to attract more adult women students.

Chapter VIII

Screening and Assessing

In this chapter, we will explain how vocational educators can screen women who apply for experiential learning credit. We also explain who can do the actual assessment, the materials available to help in the assessment, and how to handle assessment costs. These activities are Steps 6 and 7.

Screening Applicants for Experiential Learning Credit

One major concern in developing and conducting the tryout of Project ACCESS was to provide vocational educators with a quick and low-cost way of screening individuals who seek credit for their prior experience learning. To do this, we developed an Experience Description Summary. The purpose of this instrument is to reduce the amount of counselor and faculty time (and associated costs) required to review the experience of people who are not likely to meet institutional standards for this type of credit. We suggest its use as Step 6 of the process.

The Experience Description Summary has two parts: (1) a section in which women show the kinds of life experiences they have had. This section is self-scoring and allows the women to relate their experiences to twelve Occupational Clusters; and (2) a section where the women rate their experience and skills for specific vocational education areas. The list of skills developed in Steps 1-3 should be inserted in the Experience Description Summary as the Part 2 rating list. Additional prototype materials for this second section have been prepared from the Project ACCESS research; however,

these skill lists may not be appropriate for a given vocational education program.

In addition to using it as a screening instrument, the Experience Description Summary can be used by a career counselor to provide occupational and educational guidance to re-entry women. For example, a woman whose experience is more extensive in a program area other than the one for which the screening is being done may be counseled to explore programs in her area of greatest experience.

If a frequent pattern of knowledge gaps occurs among adult women who are interested in a given program area, the vocational education institution may want to develop a special program to meet this need.

Vocational education institutions may also wish to contact businesses and industries in their area about developing experientially-based employment programs. (See the companion volume, Making Experience Count in Sex Equity Programs, for more information about this.) The skill lists from job applicants can be used to identify knowledge gaps that can be met by the vocational education program. Two programs of this type for management training have been operated at Goucher College and Northeastern University. In these programs, the women identify their experience and skills and the employer identifies the skills required in the job. Special courses are then designed to help the women obtain the additional skills to enter these management jobs.

Other types of programs help women use their experiential learning, both on and off the job, as part of a degree program. One such program for women in banking gives credit for experiential learning and for courses in the

workplace; the colleges then provide additional evening courses, as needed, to help the women meet the degree requirements.

Who Does the Assessing?

According to Davis and Knapp (1978), 72% of public two-year colleges assign one faculty member with expertise in the learning area to be responsible for experiential learning assessment; 44% use outside experts, such as skilled workers in the learning area; 36% use two or more faculty members with expertise in the learning area; and 20% use a faculty committee from the department or program most closely related to the student's experience.

Preparing Assessor Evaluation Aids

Assessors are usually given some materials to guide them in their decision-making. In public two-year colleges, Davis and Knapp found that 80% supplied a statement of institutional policies and practices regarding experiential learning; 60% provided general guidelines for assessment and evaluation; 44% held professional development workshops in assessment; 36% had criterion-referenced standards in some areas; and 28% had a detailed assessment handbook.

The key here is "don't reinvent the wheel." We suggest that you contact the Council for the Advancement of Experiential Learning (Lakefront North, Suite 300, Columbia, MD 21044) to find out which of their member institutions already has experiential learning assessment programs in your area(s) of interest. According to Eliason (1977), the Center for Alternative Studies at North Shore Community College (Beverly, MA), operates an exemplary program that provides women with credit for their life experience learning.

The chart below shows some of the materials that you can get through the ERIC system to help you evaluate experiential learning.

Representative Experiential Assessment Materials
Available Through ERIC

<u>Subject/Program Area</u>	<u>Source</u>	<u>ED#</u>
Accounting	Berquist, et al. (1974)	ED 093 966
	Coastline Community College (1979)	ED 176 836
Administrative Secretary	Coastline Community College (1979)	ED 176 837
Agribusiness	Berquist, et al. (1974)	ED 093 966
Business Management & Marketing	Coastline Community College (1979)	ED 176 834
Data Processing	Berquist, et al. (1974)	ED 093 966
	Sharon (1977)	ED 148 843
Day Care	Berquist, et al. (1974)	ED 093 966
Dental Auxiliaries	Knapp (1977)	ED 148 845
Electronics Technology	Berquist, et al. (1974)	ED 093 966
General Office Practice	Coastline Community College (1979)	ED 176 835
Health Administration	Kleppick (1979)	ED 176 626
Human Service Worker	Duncan (1978)	ED 169 972
Law Enforcement	Sharon (1977)	ED 148 843
Management	Berquist, et al. (1974)	ED 093 966
Personnel Associate	Coastline Community College (1979)	ED 176 838
Police Science	Berquist, et al. (1974)	ED 093 966
Retail Management	Knapp (1977)	ED 148 845
Sales & Marketing Management	Coastline Community College (1979)	ED 176 839
Secretarial Science	Berquist, et al. (1974)	ED 093 966
	Sharon (1977)	ED 148 843
Travel Agency Operation	Coastline Community College (1979)	ED 176 840
Women's Studies	Sackmary & Hedrick (1977)	ED 155 208

The College Level Examination Program (CLEP) includes subject matter tests in:

Accounting	Education	Medical Technology
Business Management	English Literature and Composition	Money and Banking
Data Processing	Foreign Languages	Nursing
Dental Auxiliary Education	History	Sciences
Economics	Mathematics	Social Sciences

The American Council on Education's (1979) National Guide to Credit Recommendations for Noncollegiate Courses describes courses offered by over 80 businesses, industries, and volunteer organizations, and gives credit recommendations for each course. A similar book, the Guide to Educational Programs in Noncollegiate Organizations, is published by the State University of New York's Program on Noncollegiate Sponsored Instruction.

Albert Chalupsky of the American Institutes for Research (P.O. Box 1113, Palo Alto, CA 94302) is currently preparing, under contract with the U.S. Department of Education, test packages in 14 areas of vocational education. These are:

<u>Agriculture</u>	<u>Distributive Education</u>	<u>Technical</u>
Agricultural Chemicals Applicator/Technician	Food Marketing and Distribution	Electronics Technician
Farm Equipment Mechanic	Hotel/Motel Front Office	Water/Wastewater Technician
<u>Business and Office</u>	<u>Health</u>	<u>Trade and Industry</u>
Computer Operator	Dental Assistant	Carpenter
Word Processing Specialist	Physical Therapy Assistant	Deisel Mechanic
	<u>Home Economics</u>	
	Fashion/Fabric Sales and Sewing	
	Food Services	

According to Chalupsky and Appleby (1981), the test packages include "not only paper and pencil information tests and performance measures but also a set of measures reflecting work habits and job-relevant skills." We anticipate that these test packages will be most helpful in assessing prior experience learning in these areas of vocational education.

Cost of Assessing Experiential Learning

Most colleges charge a fee to students to offset the cost of faculty time and loss of tuition income. According to Davis and Knapp (1978), about 24% of public two-year colleges charge a fee based on the number of credits requested by the student, and another 24% charge a fee based on the number of credits awarded to the student. The average fee based on requests was \$11.78 per credit; the average fee based on awards was \$78.76 per credit. Approximately 10% of public two-year colleges charge a flat fee (average: \$120.87) for assessment. Another 10% charge a fee based on the amount of time spent by the assessor (average: \$15.50 per hour). Only 5% of public two-year colleges did not charge an assessment fee.

Some colleges pay faculty assessors on an overload basis, typically \$20 to \$30, according to Stanley (1980). Others consider assessing to be part of the normal work load.

An Example of a Prototype Experiential Learning Assessment

In Project ACCESS, we asked vocational educators to identify the skills and abilities needed in several programs and to rate the importance of these in selecting people who might receive advanced placement or course exemption. (This is similar to Steps 1-3.) The highest rated experience indicators for possible advanced placement in a cook/chef program were:

Experience in quantity food preparation
Experience in catering for small parties
Paid work as a cook
Experience in gourmet/international cooking

The following skills and abilities were rated as Necessary for advanced placement in a cook/chef program:

Ability to:

Produce a quality food product
Prepare appetizers, canapes, and hors d'oeuvres
Prepare egg and breakfast dishes
Prepare fruit products
Prepare salads and salad dressings
Prepare sauces and gravies
Prepare potatoes, rice, and pasta
Prepare vegetables
Prepare seafood products
Prepare sandwiches
Prepare garnishes for food
Work with left-over foods
Use the basic tools of bulk food preparation
Use weights and measures accurately
Apply safety rules in the use of kitchen equipment
Meet sanitation and safety requirements
Recognize menu terminology and use it correctly
Set priorities
Work under pressure

The individual who has experience in one or more of the four areas identified would be given the opportunity to demonstrate the 19 specific skills. These skills suggest a performance test type of assessment with a product test component.

The assessment might involve asking the individual to develop a menu and prepare a meal including all or most of the items (appetizers, egg dishes, salad, potatoes, seafood, sandwiches, and garnishes) from ingredients supplied, including leftovers. The assessors would rate the performance on the level of quality shown in using tools, using weights and measures accurately, applying safety rules, meeting sanitation requirements, and working under pressure. At the end of meal preparation, the quality of the food products would also be rated. A written test might be used, in addition, to determine if the individual could recognize menu terminology. A separate performance test involving weighing and measuring specified amounts of various food products could also be developed.

Two examples of the types of rating scales that could be used in this prototype assessment are included in Appendix E.

Chapter IX

Monitoring and Evaluating

The results of the assessment (Step 7) will identify those women who have the experience and skills necessary for advanced placement in the program or for course exemption. As these women continue in the vocational education program, we encourage counselors and faculty to monitor and review their performance. There are two reasons for doing this: (1) to identify and correct any problems in the process of credentialing prior experience learning, and (2) to determine if individuals who receive credit for experiential learning perform as well in their other courses as do traditional students.

Review and Revision of the Program

At the end of each term, the individual responsible for the prior experience learning program should collect three types of information:

1. Did the students who obtained experiential learning credit complete the course/program or drop out? If these students did not complete the course/program, was their course performance satisfactory or unsatisfactory when they dropped out?
2. What is the instructor's over-all rating of the course/program performance of each experiential learning student? (This can be the course grade or a satisfactory/unsatisfactory rating.) If possible, this information should be obtained for all students in the course/program, to allow comparisons.
3. For the experiential learning students, instructors should also be asked to provide ratings on the specific skills identified in Steps 1-3 on which the assessment was based. This rating should be satisfactory/unsatisfactory/no chance to observe.

High attrition rates for students who entered the program with

experiential learning credit suggests a problem. If course performance was unsatisfactory at the time of drop-out, the assessment may be inappropriate, allowing students to enter the program who do not have all of the necessary skills for the more advanced courses. High drop-out rates for students who are performing well in their courses suggests that they are able to enter the job market without completing the degree or program. It may be that a special "short-cut" program aimed at job market entry can be designed for students like these.

Comparison of the over-all performance of students with experiential learning credit, by themselves or with other students in the course or program, will show if the experiential learning group is providing above average, average, or unsatisfactory students.

If the experiential learning program is not producing students who are at least average in their course/program performance, the specific skill ratings should be reviewed. This will identify the particular skills that are problem areas. Interviews with faculty can help to determine the way in which the student's skills are inadequate. If the skill is being used in the advanced course in a way very different from what is involved in the assessment, the assessment task may need to be revised.

Interviews with instructors of unsatisfactory students may result in the suggestion of additional skill requirements. If this occurs, it is important to determine if the skill is appropriate for the program or if the faculty member holds unreasonable expectations.

A pattern showing specific skill problems, whether among students selected on the basis of experiential learning or those selected by

traditional techniques, suggests the need for improved course or program design.

If the experiential learning students are above average in their course work, the vocational education institution will probably wish to expand the use of this technique to additional program areas.

If your vocational education program is using the Experience Description Summary to screen students seeking experiential learning credit, it is important to keep records on this, as well. There should be a positive relationship between the students' experience and self-ratings and obtaining credit for life experience learning. That is, students who rate themselves highly (mostly 3's) on the scale for a vocational education program should receive more credits (or be more likely to receive credit) than students who have lower self-ratings. It is important, too, that Experience Description Summary scores do not "screen out" anyone who feels s/he has sufficient experience to obtain credit or advanced placement. If several individuals with low scores are successful in obtaining credit for their experiential learning, it would be wise to determine what additional skills need to be added to the screening scale to improve it.

Dissemination and Sharing

Vocational education programs that have been successful in developing and implementing programs to credential women's life experience learning should let others know about what they have done. This can be done informally, in talking with friends and colleagues at other institutions. Formal dissemination, through presentations at meetings of groups such as the American Vocational Association or the National Vocational Guidance Association, or

through publication in professional journals, is important in reaching larger audiences. Sharing information about programs that work will help to increase awareness and acceptance of women's life experience learning.

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Appendix A

Project ACCESS

Experience Description Summary

Project ACCESS
EXPERIENCE DESCRIPTION SUMMARY
Vocational Education

This summary will help you describe the things you have done. These include homemaking, parenting, volunteer work, community service, credit and noncredit courses, hobbies and recreation, travel, and paid employment. It can help you choose an occupational area. It can also help you determine whether you have the skills required to obtain credit in a vocational education program.

The summary has two parts. In the first part, you will describe your experiences. In the second part, you will show the skills and abilities you learned from these experiences.

Name: _____

Address: _____

Phone: _____ Date: _____

Part I

Reviewing Your Experience

Before you begin the check lists in this section, spend a few minutes thinking back over all the things you have done. Use the space on the next page to make notes about the things you have done. Be sure to list the things you especially liked doing and feel you did well.

When you have noted all of the things you have done, turn to the check lists. These are things that other women have done. Put a check mark (✓) beside each thing that you have done.

NOTES ON THINGS I HAVE DONE

Homemaking, Parenting

Volunteer Work, Community Service

Paid Work

School, Noncredit Courses, Training

Travel

Hobbies, Recreation

Anything Else

- I. ☐ Grow flowering plants, trees, or shrubs
- ☐ Floral design; flower arranging
- ☐ Pet grooming and/or training
- ☐ Landscape design
- ☐ Lawn maintenance
- ☐ Vegetable or fruit growing
- ☐ Breed and raise pets or farm animals for sale
- ☐ Care for an ill pet or farm animal
- ☐ Sell plants or plant products (fruit, vegetables)
- ☐ Select plants, trees, or flowers for a given purpose

- II. ☐ Manage household budget and financial records
- ☐ Hold elective office in an organization
- ☐ Do typing, filing, or office work for an organization
- ☐ Take responsibility for the day-to-day administration of an organization or group
- ☐ Supervise others
- ☐ Take responsibility for the financial management of an organization
- ☐ Use a home computer or data processing equipment
- ☐ Maintain financial or sales records for an organization
- ☐ Handle credit and/or loan applications for family or organization
- ☐ Establish procedures to monitor income and expenditures

- III. ☐ Speak before large groups
- ☐ Obtain and schedule speakers, performers, and/or films
- ☐ Develop audio-visual materials (films, tapes, etc.) for an organization or group
- ☐ Write or edit a newsletter
- ☐ Take photographs for an organization
- ☐ Write press releases
- ☐ Act in or announce for a play, radio, or TV program
- ☐ Repair a radio or TV
- ☐ Handle sound effects, lighting, etc., for a play, radio, or TV program
- ☐ Operate and maintain audio-visual equipment for an organization

- IV. ___ Do interior decorating
 ___ Build furniture
 ___ Do painting, wallpapering, or paneling
 ___ Do home carpentry and/or construction
 ___ Make electrical repairs in the home
 ___ Make plumbing repairs in the home
 ___ Install insulation or other energy-savers
 ___ Install or replace flooring, carpets, or tiles
 ___ Do tile setting or masonry work in the home
 ___ Draw blueprints or floor plans
- V. ___ Design posters or other graphics for an organization or group
 ___ Design or lay out a newspaper or brochure
 ___ Operate printing equipment
 ___ Design clothing, jewelry, or craft items
 ___ Perform in public as a musician, actress, or dancer
 ___ Serve as a guide in an art or historical museum
 ___ Develop displays for a library or museum
 ___ Write short stories or plays
 ___ Use aesthetic guidelines to plan or evaluate a design or artistic product
 ___ Evaluate a work of art, a piece of music, or a piece of literature using
 accepted criteria and standards
- VI. ___ Provide home health care
 ___ Give first aid for minor injuries
 ___ Diagnose and deal with childhood diseases
 ___ Care for a handicapped or elderly family member
 ___ Assist in caring for the ill or handicapped in a hospital or nursing home
 ___ Help provide emergency medical assistance in a hospital or as a member of
 a rescue squad
 ___ Help provide occupational or recreational therapy for patients in a
 hospital or nursing home
 ___ Assist in a hospital laboratory or pharmacy
 ___ Perform basic life-support first aid functions
 ___ Help maintain medical records in a hospital or nursing home

- VII. ___ Do family cooking and baking
 ___ Do quantity food preparation for an organization or group
 ___ Organize family recreation, social events, and entertainment
 ___ Plan and arrange family vacations and travel
 ___ Arrange group trips for an organization
 ___ Entertain or organize recreation for groups of children or adults
 ___ Teach or coach a sport
 ___ Organize a dinner or dance for an organization
 ___ Do gourmet cooking
 ___ Organize and supervise food service for a large party
- VIII. ___ Manage time, schedule activities, and supervise others
 ___ Set priorities
 ___ Do craft projects, such as ceramics, jewelry making, stained glass, etc.
 ___ Train others to work in an organization
 ___ Repair, restore, or refinish furniture
 ___ Organize and carry out the restoration or rehabilitation of a home,
 neighborhood, or building
 ___ Make mechanical repairs on home appliances and/or equipment
 ___ Build a radio, stereo set, TV, or other electrical device from a kit
 ___ Build a terrace, deck, fence, or other outdoor feature
 ___ Reputty windows and/or replace broken panes of glass
- IX. ___ Evaluate and purchase food, appliances, furnishings, etc., for home use
 ___ Select and price items to be sold by an organization or group
 ___ Organize a sale
 ___ Create advertising or promotional material for a sale or organization
 ___ Sell a product or service for an organization
 ___ Do fund raising for an organization or group
 ___ Survey and choose among suppliers of products or services for an
 organization or group
 ___ Maintain sales records for an organization's store or sale
 ___ Organize or take part in a food cooperative
 ___ Evaluate potential markets for products or services

- X. ___ Clean and care for family clothing
 ___ Do housecleaning and supervise home maintenance
 ___ Assist family members with personal grooming or general beauty care
 ___ Give hair cuts to family members
 ___ Help family members with hair coloring, permanents, etc.
 ___ Repair and/or restore textile items
 ___ Create, alter, or remodel clothing for children or adults
 ___ Care for an infant
 ___ Select coordinated clothing
 ___ Explain the properties of various types of fibers and textiles
- XI. ___ Refer others to sources of information or assistance
 ___ Help others obtain their rights (civil, legal, as consumers, etc.)
 ___ Serve as a member of a volunteer fire or police group
 ___ Counsel children and/or adults, individually or in groups
 ___ Conduct a survey by telephone or mail questionnaire
 ___ Serve as a volunteer in a social service, rehabilitation, or probation
 organization
 ___ Work with the emotionally disturbed or mentally retarded
 ___ Teach groups of children and/or adults
 ___ Tutor individual children or adults
 ___ Serve as a volunteer in a school or community library
- XII. ___ Provide family transportation
 ___ Drive a truck, van, or bus for an organization or group
 ___ Supervise automobile maintenance
 ___ Make routine automobile repairs (oil change, coolant change, etc.)
 ___ Plan, schedule, and monitor pick-ups and deliveries of people of
 material for an organization or group
 ___ Operate a motor boat or airplane
 ___ Help dispatch ambulances or other emergency vehicles
 ___ Plan or select a transportation route or system that will be most time-
 and cost-effective
 ___ Read maps to plan transportation routes
 ___ Select vehicles to be used by an organization

Self-Scorer

Now go back and count the number of checks you have in each group. Write the numbers in the spaces below:

I: _____	VII: _____
II: _____	VIII: _____
III: _____	IX: _____
IV: _____	X: _____
V: _____	XI: _____
VI: _____	XII: _____

These groups correspond to Occupational Clusters. If you have a lot of experience in one of these occupational clusters, you may want to think about jobs in this kind of work. Your experience may also help you get college credit for some of the things you have done. Talk to a counselor at a college or vocational training institute to get more information about occupations related to your experience and about credit for what you have done.

The Occupational Clusters are:

- | | |
|---|--|
| I. Agriculture & Agribusiness | VII. Food Service, Hospitality, & Recreation |
| II. Business, Data Processing, & Office | VIII. Manufacturing, Repair, & Technical |
| III. Communications & Media | IX. Marketing & Distribution |
| IV. Construction & Building | X. Personal Services |
| V. Applied, Graphic, & Fine Arts & Humanities | XI. Public Service |
| VI. Health | XII. Transportation |

Part II
Identifying Your Skills

In this section you will be asked about experiences that are relevant to certain vocational education programs. If you have had these experiences, you will be asked to rate yourself on the skills required of students in these programs. The purpose of this section is to help determine if you might be able to receive credit for your life experience learning.

In the experience section (Section A), check Yes if you have done the things listed.

In the skills section (Section B), rate yourself using the following scale:

- 3 = I can do this well; others have praised me for this or I have received an award for doing this
- 2 = I can do this moderately well; I enjoy doing this and rarely have problems with it
- 1 = I cannot do this easily or I do not enjoy doing it
- 0 = I cannot do or have never done this.

Prototype Scale: Cook/Chef

A. Experience

Have you ever done:

Quantity food preparation?	___ Yes	___ No
Catering for small parties?	___ Yes	___ No
Paid work as a cook?	___ Yes	___ No
Gourmet or international cooking?	___ Yes	___ No

If you checked Yes for two or more of these, rate your skills and ability as a cook/chef on the list below.

B. Skill Rating (My ability to:)

- ___ Produce a quality food product
- ___ Prepare appetizers, canapes, or hors d'oeuvres
- ___ Prepare sandwiches
- ___ Prepare egg and breakfast dishes
- ___ Prepare fruit products
- ___ Prepare salads and salad dressings
- ___ Prepare sauces and gravies
- ___ Prepare potatoes, rice, and pasta
- ___ Prepare seafood
- ___ Prepare vegetables
- ___ Prepare meat and poultry
- ___ Prepare desserts
- ___ Prepare garnishes for food
- ___ Work with left-over food
- ___ Use the basic tools of bulk food preparation
- ___ Use weights and measures accurately
- ___ Apply safety rules in the use of kitchen equipment
- ___ Use menu terminology correctly
- ___ Set priorities
- ___ Work under pressure

Prototype Scale: Drafting

A. Experience

Have you ever:

Drawn or sketched floor plans for a house or apartment?

___ Yes ___ No

Made working drawings to build furniture, toys, etc.?

___ Yes ___ No

Built or assembled furniture, toys, etc., from a working drawing?

___ Yes ___ No

If you checked Yes for one or more of these, rate your skills and ability in drafting on the list below.

B. Skill Rating (My ability to:)

- ___ Make a detailed working drawing
- ___ Make an assembly working drawing
- ___ Identify the typical work flow and methods in machine shops
- ___ Sketch objects using orthographic projection
- ___ Show dimensions on a working drawing
- ___ Draw a pie chart from data
- ___ Do standard block lettering
- ___ Do technical lettering
- ___ Read a blueprint
- ___ Read mechanical drawings
- ___ Analyze a problem
- ___ Visualize what is to be drawn
- ___ Express ideas by drawing
- ___ Follow orders and accept supervision
- ___ Do precise and accurate detailed work

Prototype Scale: Library Technology

A. Experience

Have you ever done:

Paid work in a library?	___ Yes	___ No
Volunteer work in a public or school library?	___ Yes	___ No

If you checked Yes for either or both of these, rate your skills and ability for library technology on the list below.

B. Skill Rating (My ability to:)

- ___ Handle circulation procedures
- ___ Assist with circulation of materials
- ___ Prepare materials for circulation
- ___ Prepare reports on daily circulation
- ___ Assist with library user services
- ___ Use basic library tools, such as the card catalogue
- ___ File catalogue cards correctly
- ___ Use reference resources
- ___ Use the Reader's Guide to Periodical Literature
- ___ Prepare a bibliography on a topic
- ___ Assist in the development of a bibliography
- ___ Verify orders for books, periodicals, and non-print materials
- ___ Use tape recorders, projectors, and other audio-visual material
- ___ Use mounting and laminating equipment
- ___ Obtain and verify factual information
- ___ Obtain information by confirming facts and locating background data
- ___ Do accurate detailed work
- ___ Carry out oral and written instructions

Prototype Scale: Medical Record Technology

A. Experience

Have you ever:

- | | | |
|--|------------------------------|-----------------------------|
| Assisted with medical records in a hospital or nursing home? | ☐ Yes | ☐ No |
| Done paid or volunteer work in a hospital or nursing home? | ☐ Yes | ☐ No |
| Kept detailed records of health care for yourself, your family, or others? | ☐ Yes | ☐ No |

If you checked Yes for two or three of these, rate your skills and abilities for medical record technology on the list below.

B. Skill Rating (My ability to:)

- ☐ Recognize deficiencies in medical records
- ☐ Carry out discharge analysis of medical records
- ☐ Describe the types of consent involved in medical records
- ☐ Respect and observe precautions concerning confidentiality of patient information
- ☐ Use correct medical terminology for common diseases and injuries
- ☐ Define common medical terms
- ☐ Describe the symptoms of common diseases
- ☐ Read and interpret medical consent and release forms
- ☐ Use a medical library or medical reference resources
- ☐ Do precise and accurate detailed work
- ☐ Carry out oral and written instructions

Prototype Scale: Occupational Therapy

A. Experience

Have you ever:

- | | | |
|--|------------------------------|-----------------------------|
| Cared for an ill, handicapped, or elderly family member? | ☐ Yes | ☐ No |
| Done volunteer work assisting an occupational therapist? | ☐ Yes | ☐ No |
| Taught others to do arts and crafts? | ☐ Yes | ☐ No |
| Done paid or volunteer work in a hospital or nursing home? | ☐ Yes | ☐ No |

If you checked Yes for two or more of these, rate your skills and abilities in occupational therapy on the list below.

B. Skill Rating (My ability to:)

- ☐ Teach an activity or skill to an individual
- ☐ Teach an activity to a group
- ☐ Write step-by-step procedures for an activity
- ☐ Work with the physically ill or handicapped
- ☐ Work with the emotionally or mentally handicapped
- ☐ Work with the elderly
- ☐ Explain basic patient care procedures for common diseases and disabilities
- ☐ Explain the general treatment principles for stroke, cerebral palsy, emotional and mental dysfunctions
- ☐ Analyze a craft in terms of sensory input, specific motions required, and therapeutic aspects
- ☐ Evaluate a patient's vocational and avocational interests in terms of specific disabilities
- ☐ Select occupational therapy activities to restore or develop performance skills
- ☐ Use reference material to learn a new craft or to learn advanced techniques in a familiar craft
- ☐ Assess patient performance in daily living skills
- ☐ Position a patient to prevent deformities and improve functioning

- Adapt activities to the needs of a patient
- Apply knowledge of anatomy and physiology when working with a patient
- Encourage the development of self-sufficiency for a patient within the limits of an illness or handicap

Prototype Scale: Respiratory Therapy

A. Experience

Have you ever:

- | | | |
|---|---------|--------|
| Done paid or volunteer work with the ill in a hospital or nursing home? | ___ Yes | ___ No |
| Worked as a member of a first aid or rescue squad? | ___ Yes | ___ No |
| Provided home health care for a seriously ill person? | ___ Yes | ___ No |

If you checked Yes for two or three of these, rate your skills and abilities for respiratory therapy on the list below.

B. Skill Rating (My ability to:)

- ___ Perform basic life support functions
- ___ Use common pulmonary terms and symbols
- ___ Describe the anatomy and physiology of the cardiovascular and respiratory systems
- ___ Recognize and deal with medical emergencies
- ___ Think and behave rationally when dealing with an emergency
- ___ Determine the urgency of a problem and handle it appropriately
- ___ Care for and maintain the materials used in respiratory therapy
- ___ Use simple oxygen delivery systems
- ___ Use aerosol therapy
- ___ Show compassion for those with problems
- ___ Translate information and facts to a level appropriate to an individual's background and experience
- ___ Communicate effectively with patients
- ___ Carry out oral and written directions
- ___ Observe safety precautions in handling equipment and medicine

Appendix B

**A Twelve-Step Process for Awarding Credit
for Women's Life Experience Learning**

Twelve Steps for Awarding Credit Using "I CAN" Lists

Phase I - Initial Counseling

- Step 1: Identify student goals
 - admission as matriculated/non-matriculated student
 - full-time/part-time
 - degree program
 - credit for prior learning
- Step 2: Identify related background of student
 - college experience
 - non-formal learning experience
 - employment
 - volunteer
 - home
 - travel
- Step 3: Complete application, including transcripts, financial aid, recommendations

Phase II - Initiate Procedures for Accrediting Prior Learning

- Step 4: Identify learning experiences (student and counselor)
- Step 5: Identify skills underlying experiences - use I CAN List
- Step 6: Cluster and label related skills - use I CAN List
- Step 7: Determine resources available for documentation of experiences

Phase III - Assessment for Credits

- Step 8: Determine relevant area(s), courses, or departments for awarding credit
- Step 9: Determine method of assessment: credit-by-examination, portfolio, demonstration, etc.
- Step 10: Form evaluation team
 - faculty
 - counselor
 - student
- Step 11: Write assessment agreement
- Step 12: Documentation, measurement, and evaluation

Phase IV - Getting It on the Transcript

(Award of credit is unique to each school--involves payment for credits, selecting relevant course titles, assigning special numbers for "life experiences," etc.)

Appendix C

Scripts for Meetings to Identify and Rate Training Competencies

Script for Meeting to Identify Training Competencies

- I. Arrange meetings with panels of 9-12 instructors in each of the selected vocational education programs. Each panel should, if possible, represent two or more institutions and include both institutions which do, and do not, recognize prior experience learning.
 1. Set dates, times, and locations for two meetings with each panel. These sessions should be roughly ten days to two weeks apart.
 2. Arrange for flip chart, markers, tape recorder, and tapes; for the second session, Training Competency Forms and pencils will be needed.
 3. The panel for each program should be representative of instructors in as many types and levels of required courses as possible. Panels should include both men and women, and should be multi-racial and multi-ethnic, insofar as possible. Instructors should have taught in the program for at least one year, and should participate willingly.
- II. Develop List of Training Competencies
 1. Introduce selves, panel members, and describe the purpose of the study.

"We are trying to develop ways to help colleges and training programs identify and evaluate people's life experience learning and the job-relevant knowledge and competencies they already possess. Our purpose today is to learn about the courses required in your program, the knowledge and competencies needed to succeed in these courses, and the kinds of experiences that might lead you to exempt a student from taking the course."

2. Generating the List of Courses

"Let's begin with the courses required in the first year of the program. I'll list them, starting with the first semester, if you'll give me the titles. [List on the flip chart.]

"Are these all the courses required in the first year of this program?"

Are there any courses that are sometimes required, but not always? Or any strongly recommended electives which most students take? [If so, these should be written down. If any first-year course is prerequisite to another first-year course, this should also be indicated.]

Copies of representative curricula in each occupation will be provided to the discussion leader and can be used to develop probe questions, if needed.

3. Deriving Course Competencies

"Now we're going to focus on the knowledge and competencies each course is designed to teach. The first course listed is _____. What does a person need to know and/or be able to do in order to succeed in this course? [Focus on the tasks of the course and the skills and/or knowledge necessary to accomplish these tasks. List on flip chart under corresponding course title. Probe as necessary: "What knowledge or competencies are most desirable in students? What knowledge or competencies are lacking in poor students?"]

"Okay, are there any tasks we've missed? Any knowledge or competency students should have developed at the end of this course which aren't listed here?" [If so, these should be written down. If panel cannot come up with others, proceed to the next course.]

After this, a break may be taken before going on to the last part of the task. The listing of tasks for each course, and the knowledge and competencies required for them, should be put up where the panel members can refer to them.

4. Listing Alternative Experience

"Now, for each course, we'd like to get an idea of the kinds of experience that would be required for you to exempt a person from this course. That is, what kinds of experiences are equivalent to taking the course?"

Make up a new listing by course titles on the flip chart. Probe as necessary.

"Is there any way a person could have acquired the knowledge or competencies taught in this course? Have you had any student or group of students who seemed to be particularly good at this task? What kinds of prior experience(s) did they have that might have helped them in this course?" [If any, write them down.]

III. Closing

1. Thank participants. Explain the purpose of the second session.

"On [date] we will be meeting again so that you can rate the relative importance of these knowledges and competencies for success in the program.

"Thank you very much for your help. We look forward to seeing you at the next meeting."

Script for Meeting to Rate Training Competencies

- I. These meetings will have been set up at the same time the meeting to identify the competencies were scheduled, roughly ten days to two weeks after the first meeting. If a different panel is used, it should be comparable to the first.
 1. Arrange for Training Competency Forms and sharpened pencils. Room should be reasonably quiet and large enough for people to sit one seat apart either at tables or in chairs with writing surfaces attached. Assign a 3-digit identification number to each panel member. Duplicated lists of the knowledges and competencies for each course should be distributed; each item should be numbered.
 2. Greet panel, pass out materials, and explain procedure. [If a different panel is used, the purpose of the study should be described and introductions made.]

"Today we will be rating a list of knowledges and competencies that have previously been identified as necessary for performing well in the first year training courses in _____. Does everyone have an identification number?" [If not, give them one.]

"Please write this number at the upper left hand corner of your rating form, where it says Rater No. This will keep us from mixing up different people's ratings. Each time you begin a new sheet, please fill in your rater number, the date, and the page number. You need only fill in the other information requested on the first sheet.

"You can see that the space labeled Job has already been filled in with the vocational education program title and a 2-digit number. This is a code number that will be used when we key the information into the computer. There are spaces for code numbers after each blank; please do not write in these spaces.

"In the space labeled Rater Instructional Area, please write the name of the course or courses you teach. For example, you might fill in the

space with 'Technical Writing' or 'Beginning and Advanced Carpentry and Cabinetmaking'.

"Now, circle M or F for Rater Sex. For Institution, write the name of the school in which you teach; since we are using the same procedure in several cities, we are asking you to record your location in the space labeled City. Finally, please indicate whether you were involved in the identification of these competencies by circling the Y next to the space labeled Previous Participation. If this is the first time you have met with us, please circle the N. Before we go on, are there any questions about how to fill in any of the spaces?" [If so, pause to answer the questions.]

"Please look at the list of competencies we handed out. You will see that each one is numbered; use this number when rating the competency. It should be written in the column labeled Competency Item #. You will rate each competency or knowledge twice.

"First, consider all entering students. Is this competency something found only in students who perform very well in the beginning courses? Is it something that every student who performs at the average level knows or is able to do? Is it a knowledge or competency without which the student would fail the beginning courses? Or is it not relevant to performance in first-year courses?

"As an example, consider a competency called 'The ability to add a column of two-digit numbers quickly and accurately'. From your knowledge of this training program, is this something only superior students can do? If it is, you would give it a rating of 3 in the column headed Entering Students. Is it something that a student must be able to do to make average grades? If so, you should give it a rating of 2. Is it something that the student must be able to do in order to just pass the course? In that case, you would rate it 1. If it is not relevant to the first year curriculum, you would assign a rating of 0 in the column headed Entering Students.

"Next, consider students you would exempt from some courses or to whom you would give advanced placement. Would the competency or

knowledge you are rating be very important in identifying that student? Valuable in identifying the student who should be exempted? Not useful in identifying such a student? Or is this competency not relevant to identifying students for advanced placement or course exemption?

"Let's go back to the competency called 'The ability to add a column of two-digit numbers quickly and accurately'. If this is very important in identifying students who should be exempted from courses or given advanced placement, you would mark a 3 in the column headed Advanced/Course-Exempt Students. If it is valuable in identifying such students, you would mark a 2. If it is not useful in identifying these students, you would mark a 1. If the competency is not relevant in awarding advanced placement or course exemption, you would mark a zero in the column headed Advanced/Course-Exempt Students.

"On each line of your rating form there should be a competency number, a rating for Entering Students, and a rating for Advanced/Course-Exempt Students. Are there any questions? [If so, answer them.]

"We're interested in your individual ratings, so we ask that you work independently. If you have a question about the meaning of a knowledge or competency, raise your hand and we will attempt to clarify it.

"We have extra rating forms and pencils here. If you have a question about filling out the form, I will be glad to help you. I will announce [number] of breaks during the rating session. We have approximately [length of time] to complete the ratings. When you have finished, please put your sheets in order and bring them to me.

"We'd like to thank you all for agreeing to participate in the project—your help is invaluable to us.

"Are there any questions before we begin?" [If so, answer them.]

Breaks of about 10 minutes should be announced every hour. Participants should be warned when they have 30 minutes left to complete the ratings.

3. Collect the Rating Sheets

As participants bring the rating forms up, check that the information

on the first sheet is filled out; that all competencies and knowl-
edges have been rated twice, once in each column; that the rater
has filled in the Rater No. and Page number on each sheet; and
that the sheets are in order. Staple them together and thank the
participant. Offer to send a copy of the results if they will
leave their name and address.

TRAINING COMPETENCY FORM

Job _____

Rater Instructional Area _____

Rater	Sex	M	F
-------	-----	---	---

Institution _____

City _____

Previous Participation	Y	N
------------------------	---	---

[illegible]

Appendix D

Sample Vocational Education Skill Description Materials

	Date Out	Completed
PHASE I A. Introduction to Food Service		
Unit 01 Introduction		
Unit 03 Terminology		
Unit 04 First Aid/Sanitation		
Unit 05 Operation of Equipment/Safety		
B. Introduction to Work		
Unit 02 Job Opportunities		
Unit 06 Job Applications/Interviewing		
Unit 07 Interpersonal Relationships		
Unit 11 Employee Scheduling		
Unit 12 Work Simplification		
Unit 44 Dish Room and Ware Washing		
C. Basic Foods		
Unit 08 Recipes		
Unit 09 Nutrition		
Unit 10 Menu Planning		
PHASE II A. Short Order Cooking/Service		
Unit 39 Sandwich Preparation		
Unit 41 Egg and Breakfast Dishes		
Unit 43 Snack Bar Operations		
Unit 16 Cafeteria Service/Garnishing/Merchandising		
B. Principles of Garde Manger		
Unit 37 Salad Preparation		
Unit 38 Salad Dressings		
Unit 40 Appetizers, Canapes & Hors d'Oeuvres		
Unit 42 Fruits		
C. Restaurant Service		
Unit 15 Set-up and Service		
Unit 22 Meat Preparation - Broiling and Short Order		
D. Buffet Service		
Unit 17 Cold Buffet		
Unit 18 Hot Buffet		
PHASE III A. Production I		
Unit 19 Soups and Stocks		
Unit 24 Sauces and Gravies		
B. Production II		
Unit 23 Vegetables, Potatoes, Starches		
C. Production III		
Unit 22 Meat Preparation		
Unit 25 Poultry Preparation		
Unit 26 Seafood Preparation		
Unit 27 Convenience Foods		
D. Meat Analysis		
Unit 20 Meat Cutting and Cutlery		
Unit 21 Meat Selection		
E. Receiving and Storage		
Unit 13 Purchasing, Receiving & Control		
Unit 14 Cost and Portion Control		
PHASE IV A. Baking		
Unit 28 Yeast Breads/Pizza Dough		
Unit 29 Yeast Rolls		
Unit 30 Quick Breads		
B. Baking II		
Unit 31 Butter Cakes/Icings		
Unit 32 Pies: Crusts, Fillings, Garnishes		
Unit 34 Foam Cakes		
C. Baking III		
Unit 33 Cookies		
Unit 35 Variety Desserts - Scratch Products		
Unit 36 Variety Desserts - Convenience Products		

Title Sandwiches

COMPETENCY Prepares and evaluates sandwiches.

Code 039

Behavioral Objective	Learning Experiences/Resources	Evaluation														
Given 5 sandwich recipes, one of each type, the student prepares and assembles each and evaluates according to standard product criteria. Student will develop dexterity of movement in preparing sandwiches and will maintain quality standards.	1. Attend lecture/demonstration on: "Sandwich Preparation and Work Simplification (set-up)". Observe instructor's demonstration of sandwich preparation, to include: <table><tr><td>a. set-up</td><td>c. assembly</td><td>e. garnishing</td></tr><tr><td>b. use of slicer</td><td>d. cutting</td><td>f. presentation</td></tr></table> 2. For further understanding view: FS039 "Sandwich Preparation and Presentation" FS108 "Fast Sandwich Making" FS27-3-104 "The Hamburger Sandwich" Video tape: "Sandwich Preparation" 3. Prepare the following sandwiches for use in the cafeteria: <table><tr><td>a. Ham Salad</td><td>10 or more</td></tr><tr><td>b. Chicken Salad</td><td>10 or more</td></tr><tr><td>c. Tuna Salad</td><td>10 or more</td></tr><tr><td>d. egg Salad</td><td>10 or more</td></tr></table> NOTE: 1. A sandwich bar is be set in dining room as one learning activity. Two students may work as a team. Review <u>Food Preparation for the Professional</u>, Mizer & Porter, Pgs. 338-342 2. A broiler station is also required for steak sandwiches. 3. A fry station is required for monte cristo's. 4. A toasting station is required for Club Sandwiches. 5. A grill station is required for grilled cheese, Ruebens.	a. set-up	c. assembly	e. garnishing	b. use of slicer	d. cutting	f. presentation	a. Ham Salad	10 or more	b. Chicken Salad	10 or more	c. Tuna Salad	10 or more	d. egg Salad	10 or more	In a conference with student, identify from observations: 1. dexterity of movement 2. appreciation of quality standards and discuss positive and negative aspects.
a. set-up	c. assembly	e. garnishing														
b. use of slicer	d. cutting	f. presentation														
a. Ham Salad	10 or more															
b. Chicken Salad	10 or more															
c. Tuna Salad	10 or more															
d. egg Salad	10 or more															

-98-

92

Rev/78

Title Sandwiches

COMPETENCY Prepares and evaluates sandwiches.

Code 039

Behavioral Objective	Learning Experiences/Resources	Evaluation
	4. Set sandwich stations per instructor's instructions for assembling the following: (all sandwiches are <u>to order</u>) <u>Diningroom - Sandwich Bar</u> a. Ham, cheese, turkey, salami with mayonnaise, butter, lettuce, tomatoes, onions and garnishes <u>Broiler:</u> a. Flank Steak b. Broiled Strip Steak with sauces and garnishes <u>Fry Station</u> a. Monte Cristo <u>TOASTER</u> a. Bacon, Lettuce, Tomato and garnish b. Junior Club (2 decker) <u>GRILL</u> a. Grilled Cheese b. Ruebens 5. Complete Quiz 039-1 to 80% accuracy OPTIONAL: READ: "Modern Sandwich Methods" Food Preparation for Hotels, Restaurants and Cafeterias, Pgs. 87-89 <u>Quantity Food Production, Pgs. 110-127</u>	

Rev/78

93

94

Waukesha County Technical Institute

Title Appetizers,
Canapes and
Hors d'oeuvres

COMPETENCY The student will prepare appetizers, canapes and hors d' oeuvres.

Code 040/A

Behavioral Objective	Learning Experiences/Resources	Evaluation
Will prepare correct bases for use with canapes.	1. Attend lecture/demonstration on: "Appetizers, Canapes, and Hors d' oeuvres".	The student will be evaluated on success of preparing four hot and four cold appetizers. Instructor will use checklist.
Will use correct combinations for appetitie appeal and taste.	a. types c. hot e. set-up station g. presentation b. bases d. cold f. garnishes h. holding	
Will use garnishes correctly.	2. For further understanding read the following: <u>Book of Buffets, Pgs. 17-43</u> <u>Food Preparation for Hotels, Restaurants & Cafeterias, Pgs. 84-108</u> <u>Buffet Catering, Pgs. 54, 65-73, 48, 55, 49</u> <u>Professional Chef, Pg. 15</u> <u>Food Preparation for the Professional, Mizer & Porter, Pgs. 289-297</u>	
Will make eye-appealing presentations.	3. <u>Review</u> by viewing video tape 040 "Appetizers".	
	4. Select and prepare eight hors d' oeuvres for a special occasion or event - select from the following types:	
	a. (3) cold hors 'd oeuvres -stuffed celery -salami horns -mushrooms ala Greque Calamari antipasto tray antipasto relish Guacomale Salad	
	b. (1) Canape Spreads -Cheddar Cheese -Deviled Ham -Shrimp	
	c. (1) Dips -Rouquefort Cheese Dip -Avocado Dip -Clam Dip Sweet/sour with raw vegetables Sour Cream Garlic with raw vegetables	

-100-

96

95

R/v/78

(over)

Title Appetizers,
Canapes, and
Hors d'oeuvres

COMPETENCY The student will prepare appetizers, canapes and hors d'oeuvres.

Code 040/A

Behavioral Objective	Learning Experiences/Resources	Evaluation
97	d. Eggs -Deviled Eggs e. (3) Hot Appetizers -Meat Balls in sauce -Chicken Livers in Bacon -Waterchestnuts in Bacon -Wrap Cocktail Franks -Barbeque Weiner Tidbits -Cheese Puffs -Puff Shells f. (1) Cheeseplatter 5. Complete Quiz 040/A-1 to 80% accuracy.	-Oysters Rockefeller (in season) -Clams Casino (in season) -Chicken Terriyaki -Egg Rolls-sauces 98

Occupational Therapy

TOPIC	OBJECTIVES
	Upon completion of the course the student will be able to:
Ceramics	
a. Clay modeling	1. Form projects from clay using the slab, pinch and coil methods.
b. Slip casting	2. Form a project by slip casting.
c. Glazing and underglazing	3. Load and fire the kiln using cones as temperature measures.
d. Staining	4. Properly apply glaze, underglaze, or bisque stain to a ceramic piece.
e. Kiln	
	Upon completion of the course the student will be able to:
Leather	
a. Types of leather	1. Make a 2" sample each of the whip stitch and double buttonhole stitch.
b. Leather stitches	2. Make a sample of leather stamping and finish with dye.
c. Leather carving	3. Make a sample of leather carving and finish with a natural finish.
d. Leather stamping	4. Construct a link belt.
e. Link belts	5. Construct a simple leather project from scrap leather.
f. Fasteners	6. Set a rivet, eyelet, snap, and grommet.
g. Finishes	7. Identify the basic types of leather used in the clinic.
h. Leather tools	8. Identify basic leather tools.
	Upon completion of the course the student will be able to:
Needlework	
a. Knitting	1. Knit a sample involving the stockinette, garter and rib stitch and the process of increasing and decreasing.

- b. Crocheting
- c. Embroidery
- d. Latchet hook
- e. Needlepoint
- f. Colonial mat
- g. Rake knitting

- 2. Crochet a sample involving the single and double crochet, and the process of increasing and decreasing.
- 3. Make a sample of needlepoint involving continental, cross and bargello stitches.
- 4. Make an embroidery sample involving cross, outline, lazy daisy, and satin stitches.
- 5. Do a project in rake knitting.
- 6. Make a square colonial mat project.

Upon completion of the course the student will be able to:

Block printing

- 1. Carve a design on a linoleum block.
- 2. Print the block on paper using water-based paints.

Upon completion of the course the student will be able to:

Stencilling

- 1. Cut a three-part stencil.
- 2. Stencil a design on paper using water-based paints.

Upon completion of the course the student will be able to:

Mosaics

- 1. Make a ceramic tile trivet.

Upon completion of the course the student will be able to:

Games

- a. Card games
- b. Board games
- c. Pencil and paper games
- d. Gross motor activities
- e. Ball and beanbag games

- 1. To teach five each of card games, board games, pencil and paper games taking into consideration age and disability adaptations.
- 2. To teach five each of gross motor activities, ball and beanbag games taking into consideration age and disability adaptations.

Teach

Upon completion of the course the student will be able to:

1. Teach a group of people a minor craft activity, writing up the procedure and preparing the necessary supplies.
2. Demonstrate a variety of minor skills which are learned in the various teaching sessions.

Upon completion of the course the student will be able to:

Activity Analysis

1. To analyze activities so that they may be appropriately used as therapeutic tools.

Upon completion of the course the student will be able to:

Ordering

1. To order supplies necessary for the various activities using a standard order form.

Upon completion of the course the student will be able to:

Inventory

1. The student will be familiar with inventory techniques.

TEXT

Adams, Ronald C.; Daniel, Alfred H.; Bullman, Lee, Games, Sports and Exercises for the Physically Handicapped, Philadelphia: Lea & Febiger, 1975.

Introduction:

This is the first in a series of five courses which prepares the medical record technology student to competently (1) perform all routine functions inherent in a medical record department, (2) cope with day-to-day supervisory responsibilities, (3) communicate to hospital and departmental personnel new developments in medical record practice, and (4) recognize the ethical responsibilities inherent in the role of the medical record technician. This first course allows the student to practice discharge analysis procedures in the laboratory. Emphasis is placed on recognizing deficiencies in the medical record and recording them accurately. At the conclusion of this course the student should possess at least an intermediate skill level in discharge analysis procedures.

Skill:

1. Correctly analyze general medical/surgical, obstetrical and newborn records according to four different hospital discharge analysis procedures (Greater Southeast Community, Circle Terrace, Fairfax, Alexandria). For each procedure a minimum of 10 records must be completed at an acceptable level of competency.
 - a. Recognize deficiencies and the appropriate physician responsible for completing the deficiency by marking the appropriate deficiency form used in each procedure.
 - b. Appropriately interpret medical terminology and abbreviations.
2. Given hypothetical situations and a hospital suspension policy, correctly determine which doctors should be suspended and complete the necessary forms.
3. Given hypothetical situations and a hospital suspension policy, involving suspension list problems, correctly ascertain the correct course of action in each situation.

Attributes:

1. Appreciate the importance of the discharge analysis function in terms of legal and educational implications and good patient care.
2. Respect the confidential nature of the information in the medical record.
3. Appreciate the importance of a detailed well-organized discharge analysis procedure.

Evaluation:

Each record will be evaluated on the basis of the following criteria:

No major errors will be accepted toward course requirements:

0-1 minor errors	A
2-3 minor errors	B
4-5 minor errors	C

Major errors are defined as overlooking over charging

1. Completed Face Sheet including signatures
2. History and Physical
3. Admission Notes
4. Discharge Summary or Note
5. Operative Report
6. Pre- and Post-anesthetic notes
7. Consultations
8. Prenatal forms
9. Delivery record
10. Newborn Infant record
11. Physician discharge order
12. Correct physician

Minor errors are defined as:

1. Signatures (excluding face sheets)
2. Countersignatures
3. Admission and discharge nurses' notes
4. Progress notes
5. Pelvic measurements
6. Final Lab Summary
7. Short-stay forms
8. Birth certificates
9. Tissue Reports
10. Consultation requests
11. OB Admission Record blood group

Final Grade Determination:

1. 25%	quantity
46-48	A = 95-100
42-47	B = 88- 94
40-41	C = 80- 87
2. 65%	Quality
0-1	A = 95-100
2-3	B = 88- 94
4-5	C = 80- 87

COURSE OUTLINE

2-04 Prtg 306 Cold Type Paste Makeup 1 2
 Dept. Dept. Course Course Title Credit (or) Voc. (or) C.E.C.
 No. Abbr. No. Credit

Prepared by Printing and Publishing Alexander Gradian 8/18/77
 Department Instructor(s) Dean Date

GENERAL OBJECTIVES OF COURSE

(Statements identifying educational goals of course)

To demonstrate the procedures necessary in producing actual pasteups for reproduction, and the related operations involved.

UNIT NO.	INSTRUCTIONAL UNIT	SPECIFIC OBJECTIVES OF INSTRUCTIONAL UNIT (The specific objectives reflect the behavioral outcomes which indicate what the student will be able to do at the completion of the unit. Evaluation is then to be based on the student's accomplishment of these objectives. Assume that each statement is prefaced with "The student will be able to.")
1	Ruling	1. To rule with a pencil. 2. To rule with a pen.
2	Pasting Up Basic Newspaper Pages	1. To demonstrate basic pasteup procedures. 2. To define trim lines and how they are used.
3	Contact Prints	1. To demonstrate the making of contact prints and developing procedures for them.
4	Pasting Up Newspaper Ads and Magazine Pages	1. To evaluate the layout and design of ads. 2. To space out reproduction proofs to make the ad or page look pleasing to the eye. 3. To develop skill in pasteup, and the use of cold type materials. 4. To set photo display lines and use the strike-on method of setting type.

Competency Record

AUTOMECHANICS

NAME _____ SCHOOL _____

Schoolcraft Community College District Articulation Project

The competence record tells what has been demonstrated.

Grading: + = Exemplary performance on task. (Demonstrated task and met suggested criteria well above expected response within 125% of flat rate.)

✓ = Satisfactory performance on task. (Achieved 100% on test/performance of suggested task criteria.)

A = Attempted performance on task. (Made an unsuccessful effort to fulfill the suggested task criteria.)

	Secondary			Post Secondary		
	Grade	Date	Teacher	Grade	Date	Teacher
DUTY: PERFORMING ENGINE OVERHAUL ACTIVITIES						
A-1 Clean an engine.						
A-2 Replace engine mounts.						
A-3 Remove engine with transmission from vehicle.						
A-4 Install engine with transmission.						
A-5 Disassemble engine with transmission.						
A-6 Clean engine parts and check for conditions.						
A-7 Replace oil pan gaskets.						
A-8 Replace seals and gaskets.						
A-9 Replace oil pump.						
A-10 Remove and install camshaft.						
A-11 Replace camshaft bearings.						
A-12 Replace crankshaft main bearings.						
A-13 Remove, inspect and install crankshaft.						
A-14 Perform operational inspections to test engine lubrication system.						
A-15 Remove and install (press fit) piston pin.						
A-16 Remove and install connecting rod and piston assemblies.						
A-17 Remove and install piston rings.						
A-18 Replace connecting rod bearings.						
A-19 Check cylinder head warpage.						
A-20 Remove valves.						
A-21 Reface valve seats.						
A-22 Reface valves.						
A-23 Repair valve guides.						
A-24 Install valves.						
A-25 Valve adjustment.						
A-26 Replace exhaust manifold gasket(s).						
A-27 Replace flywheel ring gear.						
A-28 Replace flywheel and flywheel ring gear.						

WAUKESHA COUNTY TECHNICAL INSTITUTE
MECHANICAL DESIGN PROGRAM EVALUATION
SUMMER, 1979

Title of respondent: _____

Area(s) of responsibility: _____

Number of employees under your immediate supervision: _____

Number of employees in your company: _____

Nature of work performed by your company: _____

The following competencies are taught in the Mechanical Design Program at the Waukesha County Technical Institute. We are attempting to determine the correlation between the competencies taught in WCTI's program and those competencies required of Mechanical Design Program graduates as entry-level skills by area employers such as yourself. Therefore, using a rating scale of 1 to 5 (1=no need, ..., 5=critical need), please rate each of the following competencies in relation to your department's needs; i.e., if the ability to properly set and sharpen drawing compasses is of critical need as an entry-level skill in your department, place a 5 in the space provided in the rating column; if it is of little need, place a 2 in the space provided in the rating column, etc. Please feel free to comment on any of the items or to qualify any of your responses or to specify additional entry-level skills not included in the questionnaire.

1=No Need 2=Little Need 3=Average Need 4=Great Need 5=Critical Need

	<u>RATING</u>	<u>COMMENTS</u>
I. Technical Drafting I		
1. Properly set and sharpen drawing compasses.	_____	_____
2. Free hand letter all the capital letters of the alphabet, whole numbers, and fractions to an employable quality level.	_____	_____
3. Draw standard geometric construction.	_____	_____
4. Draw an orthographic projection using proper line widths, line densities, and line quality.	_____	_____

	<u>RATING</u>	<u>COMMENTS</u>
5. Dimension an orthographic projection correctly using the standard rules of dimensioning, using base line, center line, metric, aligned, and uni-directional dimensioning.	_____	_____
6. Make an acceptable blueprint using a blueprint machine.	_____	_____
7. Draw primary auxiliary views.	_____	_____
8. Draw secondary auxiliary views.	_____	_____
9. Draw the following section drawings: full, half, offset, revolved, broken-out (partial), removed, aligned, and material coding.	_____	_____
10. Include the following in isometric drawings: isometric lines, non-isometric lines, ellipses, and exploded isometric drawings with dimensions.	_____	_____
11. Draw the following types of oblique drawings: cavalier and cabinet.	_____	_____
12. Sketch free hand orthographic and isometric drawings.	_____	_____
13. Ink an orthographic drawing.	_____	_____
14. Ink lettering using LeRoy lettering set.	_____	_____
15. Make revisions using the following drawings: Mylar original, Mylar revision, and Sepia revision.	_____	_____

II. Technical Drafting II

1. Identify, specify, and represent different types of threaded items common to mechanical assemblies.	_____	_____
2. Identify, specify, and represent different types of non-threaded fasteners.	_____	_____
3. Calculate proper engagement length, drill depth, and thread depth for threaded assemblies.	_____	_____
4. Prepare detail drawings with complete information in accordance with industrial standards.	_____	_____

Appendix E

Prototype Rating Scales

Sample Performance Rating Scale

Cook/Chef

Name: _____ Rater: _____

Instructions: For each lettered item, place a check beside the description that best matches the performance you observe.

a. Uses basic tools of bulk food preparation

☐ Uses these poorly; major errors/ serious misuse and problems	☐ Uses these adequately; some minor errors or problems	☐ Uses these appropri- ately with skill and dexterity
--	---	--

b. Uses weights and measures accurately

☐ Does not weigh or measure accurately; serious or major errors	☐ Most weights and measures accurate; only minor and insignificant errors	☐ All weights and measures accurate
---	--	---

c. Meets safety standards in use of kitchen equipment

☐ Equipment used so as to create serious safety problems	☐ Only minor safety problems in use of kitchen equipment	☐ No unsafe use of kitchen equipment
--	---	--

d. Set priorities

☐ Serious problems in time manage- ment and sequencing of activities	☐ Minor problems in organization of activities or in sequence of food preparation	☐ Activities well organized; sequence appropriate; time management efficient
---	--	--

e. Use of menu terminology

☐ Incorrect use of menu terminology for several food products	☐ Most food described correctly; no major errors in terminology	☐ All food products described in correct menu terminology
---	--	--

Sample Product Rating Scale

Cook/Chef

Name: _____ Rater: _____

Instructions: Taste each food item. Then rate its quality using the scale below.

	Inadequate product, seriously over- or undercooked, or inappropriate in appearance/taste	Adequate product, meets minimal acceptable passing standard for course	Excellent product, meets or exceeds work done by students in course
Appetizer			
Salad			
Seafood			
Potatoes			
Vegetable			
Fruit			
Garnishes			

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